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ABSTRACT

Intended for educators, parents, and other interested individuals, the guide provides information on finding resources for severely/profoundly handicapped children. Listed are the names and addresses of eight national and 52 state organizations in Connecticut, Maine, New Hampshire, New Jersey, Rhode Island, Massachusetts, and Vermont which serve the handicapped. The bulk of the document is devoted to descriptions of various model programs in such terms as population, program components, objectives, dissemination, and evaluation. Also provided is information which includes a list of pamphlets and newsletters; a listing of ERIC (Educational Resources Information Center) microfiche collections in the seven states mentioned above; brief descriptions of parent/professional training programs, curriculum guides, and instructional materials; a suggested child use collection in areas which include reading readiness, communication skill development, and gross motor development; and a bibliography of annotated bibliographies, programing-concept papers, and related research on programing. (SBH)

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GUIDE TO RESOURCES

FOR

SEVERELY/PROFOUNDLY HANDICAPPED

GUIDE CONSULTANT:

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PREPARED BY:

THE NORTHEAST ALRC/RRC
REGION 9
168 BANK STREET
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EC091951

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INTRODUCTION

This guide has been prepared as a resource for educators, parents, and other interested persons who come in contact with the severely/profoundly handicapped. This guide is divided into a number of sections to assist and facilitate persons in finding resources to better service this population.

ORGANIZATIONS

Most organizations may provide various services.

Upon finding an organization, you should find out if they have:

1. A pre-school program and an infant program.
2. A day camp or summer camp program.
3. Parent and Family Counseling.
4. Recreational programs.
5. A newsletter or monthly publication.
6. Information pamphlets.
7. A directory of special schools and/or camps.
8. State and national conventions.
9. Rehabilitation services.

These necessities are not complete. Be sure to inquire about any other service you may need for your particular child.

Remember, some organizations are well known in one area and maybe not so in another. You may belong to one or more organizations.

ORGANIZATIONS - NATIONAL

ASSOCIATION OF CHILDREN WITH LEARNING DISABILITIES
ACLD, National Office
2200 Brownsville Road
Pittsburgh, Pennsylvania 15201
(412) 881-1191
Contact Person - Ms. Jean Peterson

Publications list, holds annual conventions - Provides a directory of state and local chapters, a monthly newsletter and publishes educational and camp directories.

NATIONAL ASSOCIATION FOR RETARDED CITIZENS (ARC)
2709 Avenue E
E. Arlington, Texas 76011
(817) 261-4961

Supplies information on programs, careers, and facilities.

ARC - NE REGIONAL OFFICE
Continental Arms, Suite 103
570 W. DeKalb Pike
King of Prussia, Pennsylvania 19406
(212) 265-0404
Contact Person - Mr. Harry Wilkinson

NATIONAL SOCIETY FOR AUTISTIC CHILDREN, INC.
169 Tampa Avenue
Albany, New York 12208
(518) 489-7375

Provides information on schools, camps and provides information on legal rights and legislative information on national and state level; has bibliographies related to autistic children.

AMERICAN ASSOCIATION FOR THE EDUCATION OF THE SEVERELY/PROFOUNDLY HANDICAPPED
Experiment Education Unit
Child Development & Mental Retardation Center
University of Washington
Seattle, Washington 98195

Provides an annotated bibliography that includes the following areas involving the severely handicapped:

1. Characteristics & Treatment
2. Gross Motor Development
3. Sensory & Motor Development
4. Physical Therapy C.P. Child
5. Neuro-developmental Method (Bobath Method)
6. Cognitive Development
7. Behavior Shaping Techniques
8. Self-care Development
9. Toilet Training
10. Pre-language, Language and Communication Development

NATIONAL EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ALULTS
2023 W. Ogden Avenue
Chicago, Illinois 60612

Publishes directory of resident camps for persons with special health needs, including CP, Diabetes, ED, Epilepsy, MR, LD, OH, Respiratory Diseases, AH, VI.

Publications list available, includes series of parent pamphlets - active in area of advocacy for the handicapped.

THE EPILEPSY FOUNDATION OF AMERICA (EFA)
1828 "L" Street N.W.
Suite 406
Washington, D. C. 20036
(202) 293-2930
Contact Person - Mr. Gorman, ext. 68

Aids people with seizures and convulsive disorders - education of the public through information pamphlets and School Alert Programs - active in legislating for fair employment and insurance practices.

NATIONAL ASSOCIATION FOR MENTAL HEALTH
10 Columbus Circle
New York, New York 10019
(212) 757-7800

Aid for the mentally ill; research, education and community services; information pamphlets available.

AN IMPORTANT REFERENCE:

HELP FOR THE HANDICAPPED CHILD by Florence Weiner, McGraw-Hill, N.Y., 1973

An introduction to the many services, public and private, to which parents of handicapped children can refer for help. Includes VI, CP, AH, Epilepsy, LD, Autism, and MR. A must for parents needing help.

CONCLUSION

Any parent or group of parents interested in forming an additional organization, or one to complement an already formed organization should be encouraged to do so. These groups should not be formed to replace existing organizations such as ARC, ACLD, etc., but add to their impetus and effectiveness. For those persons interested in forming such a group, they should refer to a handbook entitled "How To Organize An Effective Parent Group and Move Bureaucracies" published by the Coordinating Council for Handicapped Children, 407 South Dearborn, Chicago, Illinois 60605. Cost - $1.50

ORGANIZATIONS - CONNECTICUT

CONNECTICUT ASSOCIATION FOR CHILDREN WITH PERCEPTUAL LEARNING DISABILITIES
20 Raymond Road
West Hartford, Connecticut 06107
(203) 236-3953
Contact Person - Mrs. Ruth Tepper, President

Fifteen local chapters within the state - Annual conference - Parents Assistance Program to help parents in achieving appropriate school programs for their children - State office has materials and bibliography.

CONNECTICUT ASSOCIATION FOR RETARDED CHILDREN, INC.
21-R High Street
Hartford, Connecticut 06103
(203) 522-1179
Executive Director - Parker Hodgman

Call or write for information on the local chapter nearest your home.

UCP OF CONNECTICUT
1 State Street
New Haven, Connecticut 05611
(203) 772-2080
Executive Director - Mr. Eliot J. Dober

EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN & ADULTS OF CONNECTICUT
682 Prospect Avenue
Hartford, Connecticut 06105
(203) 236-3273

EPILEPSY LEAGUE OF GREATER HARTFORD
10 Woodland Street
Hartford, Connecticut 06105
(203) 247-0078
Contact Person - Joy Esterson

CONNECTICUT STATE BOARD OF EDUCATION & SERVICES TO THE BLIND
170 Ridge Road
Wethersfield, Connecticut 06109
(203) 566-5800
Contact Person - Mr. Guy Marchison

Services available for parents include counseling, training programs and materials.

A. G. BELL ASSOCIATION AFFILIATES IN CONNECTICUT
New Haven Chapter CAHIC
c/o Mrs. Louis Guercia
Rimmon Hill Road
Woodbridge, Connecticut 06525

Norwalk Parents of Hearing Impaired Children
c/o Nikolaus Wirth
Weed Avenue
Norwalk, Connecticut 06850

ORGANIZATIONS - MAINE

MAINE ARC
269½ Water Street
Augusta, Maine 04330
(207) 622-7502
Contact Person - John C. Dickens

MIDSTATE UCP
125 State Street
Augusta, Maine 04330
(207) 622-9351
Contact Person - Mr. Gregory Scott, Executive Director

UCP N.E. MAINE
103 Texas Avenue
Bangor, Maine 04401
(207) 942-8204
Contact Person - Mrs. Ruth Shook

MAINE ASSOCIATION OF PARENTS OF HEARING IMPAIRED CHILDREN
c/o Dr. George Connick
38 Florida Avenue
Portland, Maine 04103

Under auspices of A.G. Bell Association

MAINE EFA
72 Winthrop Street
Augusta, Maine 04330
(207) 623-1166
Contact Person - Mr. Richard Gunn, Executive Director

Information and referral services - Low cost insurance and drug program - Library - Counseling services for parents, teens and adults.

MAINE BUREAU OF REHABILITATION
Division of Eye Care & Special Services
32 Winthrop Street
Augusta, Maine 04330
(207) 289-2141
Contact Person - Mr. David Dorr

This office is responsible for educational services (including pre-school) for visually handicapped children. Additionally, this office has materials, books, bibliographies and counseling services.

ORGANIZATIONS - NEW HAMPSHIRE

NEW HAMPSHIRE BUREAU OF BLIND SERVICES
State House Annex
Concord, New Hampshire 03301
(603) 225-6611
or
Mr. Jules Cote, Consultant
Special Education Section
Department of Education
105 Loudon Road, Bldg. #3
Concord, New Hampshire 03301

NEW HAMPSHIRE A. G. BELL ASSOCIATION
Mrs. Robert Tawney
Box 57
Wilmont Flat, New Hampshire 03237

NEW HAMPSHIRE ACLD
20 Westborne Road
Concord, New Hampshire 03301
(603) 225-2052 or
431-4616
Contact Person - Mrs. Ann Cambell

NEW HAMPSHIRE ARC
4 Park Street
Concord, New Hampshire 03301
(603) 224-7322
Executive Director - Norman H. Osborne

UCP OF NEW HAMPSHIRE
64 N. Main Street
Concord, New Hampshire 03301
(603) 228-0551
Contact Person - Mrs. Ursula Willis

NEW HAMPSHIRE EFA
221 Main Street
Nashua, New Hampshire 03060
(603) 882-0510
Executive Director - Alexander Randall

NEW HAMPSHIRE EASTER SEAL SOCIETY
870 Hayward Street
Manchester, New Hampshire 03103
(603) 623-8863
Contact Person - Larry Grammon

Infant training program, school, rehabilitation center, vocational workshop, counseling services.

ORGANIZATIONS - NEW JERSEY

NEW JERSEY COMMISSION FOR THE BLIND & VISUALLY IMPAIRED
1100 Raymond Blvd.
Newark, New Jersey 07102
(201) 648-3333
Contact Person - Coker Stagner

Provides training programs, workshops, counseling services and materials; commission appoints an educational counselor for the child who works with the parents in providing needed services; sponsors rap groups for teens; vocational counseling.

A. G. BELL ASSOCIATION AFFILIATES IN NEW JERSEY
N. J. League for the Hearing Handicapped
c/o Robert Goldberg
P.O. Box 366
Caldwell, New Jersey 07006

Central Jersey Association for the Deaf & Hearing Handicapped
c/o Mrs. Robert Butler
12 Lee Road
Englishtown, New Jersey 07726

NEW JERSEY UCP
222 W. State Street
Trenton, New Jersey 08608
(609) 695-6277
Executive Director - Mr. D. Winton Hartman

PARENT TO PARENT - MARCH OF DIMES NEW JERSEY
Mercer County Chapter
831 Parkway Avenue
Trenton, New Jersey 08618
(609) 882-3453

The second such organization in the country (the other in Georgia). A helping hand for parents with children born with birth defects - specially trained parents of such children visit homes, or communicate in any way with parents needing this help.

NEW JERSEY ACLD
P.O. Box 249
Convent Station, New Jersey 07960
(201) 539-4644
Contact Person - Mr. Jay Lev, Director

Fourteen chapters within the state - Services provided: Educational evaluation center, pre-school learning centers, medical and educational referral services (SCRIP), recreational programs, summer day camps, legal information services, monthly meetings for parents, publications list of

books and pamphlets - State conference for parents and professionals early October of each year. NJ ACLD now has a Director of Continuing Education, Dr. Ronald Schenk. Some courses are being planned for parents. Contact him at state office. Also, some chapters offer counseling and child management courses (Morris, Camden, Burlington, Essex-Union). Call state office for specific leads.

THE EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN & ADULTS OF NEW JERSEY
9 Terminal Road
Box 1937
New Brunswick, New Jersey 08902
(201) 828-8080
Contact Person - Erika Abbott

Counseling, books and publication list, occasional workshops and seminars.

NEW JERSEY EFA
9 Terminal Road
New Brunswick, New Jersey 08902
(201) 828-8889
Contact Person - Ms. Carol Gibbons

Monthly meetings, occasional seminars for parents, vocational-technical rehabilitation.

A. G. BELL ASSOCIATION AFFILIATES IN NEW JERSEY
North Jersey Shore Association for the Deaf & Hard of Hearing
c/o Alexander Shields
133 Wall Street
West Long Branch, New Jersey 07764

NEW JERSEY ARC
97 Bayard Street
New Brunswick, New Jersey 08901
(201) 246-2525
Contact Person - John Scagnelli

Twenty local chapters throughout the state. Many chapters offer infant stimulation programs, parent counseling, recreational programs, monthly meetings of parents, residential summer camp, citizen advocacy program, publications list of books and pamphlets. Call the state office for nearest chapter.

NEW JERSEY COMMISSION FOR THE BLIND
Department of Institutions and Agencies
1100 Raymond Boulevard
Newark, New Jersey 07103

Blind and Visually Impaired - all grade levels

Utilizing a network of teacher-consultants, the Commission assists regular classroom teachers at all grade levels in educating visually impaired and blind children. In addition to teacher-consultants, the Commission also

maintains a library of tape-recorded books, books in braille, books in large print, and special educational materials. The Commission also sponsors workshops with the New Jersey State Department of Education and the Educational Improvement Center in Pitman, New Jersey. The workshops are for regular class teachers.

PROJECT SCRIP (STATEWIDE COMPUTERIZED INFORMATION PROGRAM)
P.O. Box 132
Convent Station, New Jersey 07961
Contact Person - Mr. Claude W. Doak, Director

All Handicaps

SCRIP is a project of the New Jersey Committee for the Developmentally Disabled. This Committee is a coalition of the following private non-profit agencies: New Jersey Association for Children with Learning Disabilities; The New Jersey Association for Retarded Citizens; New Jersey Easter Seal Society; The National Foundation of March of Dimes; The New Jersey United Cerebral Palsy Association; The New Jersey Chapter of the Epilepsy Foundation.

SCRIP is a computerized data base system which contains 1055 facilities providing some 40 types of services for handicapped individuals. The data is frequently updated in order to maintain accurate information about facilities. The system is used primarily by social workers and parents looking for facilities for handicapped children but the service is available to anyone needing this kind of information.

ORGANIZATIONS - RHODE ISLAND

RHODE ISLAND ACLD
1180 Hope Street
Bristol, Rhode Island 02809
(401) 253-8900
Contact Person - Dr. Charles Millard

RHODE ISLAND ARC
2845 Post Road
Warwick, Rhode Island 02886
(401) 738-5550
Executive Director - James Healey

UCP OF RHODE ISLAND
300 Knight Street
Warwick, Rhode Island 02886
(401) 738-9730

RHODE ISLAND COUNCIL FOR HEARING HANDICAPPED CHILDREN
c/o Mrs. D. Patterson
96 Angel Road
Lincoln, Rhode Island 02865

Under auspices of A. G. Bell Association

GREATER PROVIDENCE EPILEPSY ASSOCIATION
94 Brewster Street
Providence, Rhode Island 02906
(401) 351-7529
Contact Person - Carol Olshensky

EASTER SEAL SOCIETY OF RHODE ISLAND
667 Waterman Avenue
E. Providence, Rhode Island 02914

Sponsors school for severely impaired - Workshop for siblings; parent training.

RHODE ISLAND DIVISION OF SERVICES FOR THE BLIND
46 Aborn Street
Providence, Rhode Island 02903
(401) 277-2300
Contact Person - E. Lyman D'Andrea

Provides materials, books, bibliographies, counseling services and some training programs for parents.

ORGANIZATIONS - MASSACHUSETTS

A. G. BELL ASSOCIATION - Affiliates in Massachusetts
Mass. Parents Association for the Deaf & Hard of Hearing
c/o Jack Fleishman
65 Stuart Road
Newton, Massachusetts 02159

Southeastern Mass. Parents Organization for the Deaf & Hard of Hearing
c/o Antone Pereira
1587 Brayton Pt. Road
Somerset, Massachusetts 02725

Deaf Children - Greater Springfield Parents Association
c/o Robert Barba
54 Circle Road
Long Meadow, Massachusetts 01106

MASSACHUSETTS CHILD, INC. (ACLD affiliate)
949 Commonwealth Avenue
Boston, Massachusetts 02215
(617) 782-3600
Contact Person - Paul Morris, President

MASSACHUSETTS ARC
381 Elliot Street
Newton/Upper Falls, Massachusetts 02164
(617) 965-5320
Executive Director - Thomas Carroll
President - Joseph Buonomo (617) 643-8522

UCP OF METROPOLITAN BOSTON
212 Webster Street
West Newton, Massachusetts 02165
(617) 965-9850
Executive Director - Mr. Marshall Pitler

EPILEPSY SOCIETY OF MASSACHUSETTS
3 Arlington Street
Boston, Massachusetts 02116
(617) 267-4341
Contact Person - Ed Shaw

MASSACHUSETTS DEPARTMENT OF PUBLIC HEALTH - EPILEPSY PROGRAM
39 Boylston Street
Boston, Massachusetts 02116
(617) 357-5002 ext. 30
Contact Person - Jody Jenkins

MASSACHUSETTS COMMISSION FOR THE BLIND
39 Boylston Street
Boston, Massachusetts 02116
(617) 727-5580
or
Mr. John Stager
Specialist for Visually Handicapped Children
Regional Office - Department of Education
271 Boylston Street
West Boylston, Massachusetts 10583

ORGANIZATIONS - VERMONT

VERMONT ACLD
Box 131A
Perkinsville, Vermont 05151
(802) 263-5326
Contact Person - Miss Loretta Bergen, President

VERMONT ARC
323 Pearl Street
Burlington, Vermont 05401
(802) 864-0761
Executive Director - Sister Janice Ryan

UCP OF VERMONT
32 Margaret Drive
Essex Junction, Vermont 05452
(802) 879-0793
Contact Person - Mr. Paul Betz, President

VERMONT EFA
210 S. Main Street
Rutland, Vermont 05701
(802) 775-1686
Contact Person - Jeannette Sherman

VERMONT ACHIEVEMENT CENTER (EASTER SEAL AFFILIATE)
88 Park Street
Rutland, Vermont 05701
(802) 775-2395
Contact Person - Robert Dombro

Services all handicaps, 0-21 years. Many comprehensive programs.

VERMONT DIVISION FOR THE BLIND & VISUALLY HANDICAPPED
128 State Street
Montpelier, Vermont 05602
(802) 223-2311

A. G. BELL ASSOCIATION
c/o Mr. Robert Hill
5 Hillcrest Road
Rutland, Vermont 05701

PAMPHLETS AND NEWSLETTERS

MULTIPLY DISABLED DEAF PERSONS: A MANUAL FOR REHABILITATION COUNSELORS
DePaul University
Chicago, Illinois
Contact person - Crammatte, Alan B., ED. and
Oniles, Dorothy S., ED.

The manual for rehabilitation counselors of multiply disabled deaf persons has been developed from a workshop in which vocational counselors discussed stages of the rehabilitation process. Guidelines for the procedures of identification, differential diagnosis, vocational evaluation, placement and follow-up are given for deaf persons also handicapped by mental retardation, emotional disturbance, learning disabilities or other severe handicaps.
ED 094496 - Use this number when ordering microfiche or hard copy.

THE PRE-SCHOOL DEAF BLIND CHILD-SUGGESTIONS FOR PARENTS
American Foundation for the Blind
15 W. 16th Street
New York, New York 10011

This pamphlet was prepared in order to point out the way for parents of little deaf-blind children of preschool age. Basic suggestions are offered in walking, eating, toilet habits, sleeping, dressing, and speech.

TEACHING RESEARCH INFANT & CHILD CENTER
Prepared by the Staff of Exceptional Child Research Program
Monmouth, Oregon 97361 (May 1975)

This newsletter describes the activities of the Teaching Research Infant and Child Center. The Teaching Research Infant and Child Center consists of two national model centers - Early Education for the Handicapped Model and a Severely Handicapped Education Model.

Components in the Early Education for the Handicapped Model includes:

Preschool for the Multiply Handicapped
Preschool for a Normal Population
Parent Training Clinic
Prescriptive Program
Infant Program
Group Home

The Severely Handicapped Education Model includes the following components:

Severely Handicapped Classroom
Group Home
Prevocational and Vocational Training

IS YOUR CHILD BLIND?
American Foundation for the Blind
15 W. 16th Street
New York, New York 10011

Requests for special reading regarding your blind child can be gotten from the American Foundation for the Blind and they will suggest references to you. Also, they will help you make use of their library facilities.

This pamphlet will be helpful to you as you plan a life of happiness and activity with your young blind child.

TOILET HABITS - SUGGESTIONS FOR TRAINING A CHILD WHO IS BLIND
American Foundation for the Blind
15 W. 16th Street
New York, New York 10011
Contact Person - Pauline M. Moor

Experience seems to show there is no substantial difference in the techniques used successfully whether the child has vision or not, but a few observations in regard to the blind child may be helpful. The authors list twelve (12) suggestions to make this task more bearable.

NEWSLETTER OF THE NATIONAL CENTER FOR THE SEVERELY HANDICAPPED

The National Center for the Severely Handicapped, Inc.
2443 S. Colorado Boulevard #227
Denver, Colorado 80222
Contact Person - Jane Gibson

The Newsletter is published quarterly by N.C.S.H. and addresses itself to items of interest to persons and agencies working with the severely handicapped. Editors are Jane Gibson, Jim Furbee, and Bill Smith.

AMERICAN ASSOCIATION FOR THE EDUCATION OF THE SEVERELY/PROFOUNDLY HANDICAPPED (AAESPH)

Kansas Neurological Institute
3107 West 21st Street
Topeka, Kansas 66604
(913) 296-5426
Contact Person - Wayne Sailor, Ph.D.
Program Director
Personnel Training Program

A must for parents, educators, and others dealing with the severely/profoundly handicapped.

--A monthly newsletter, keeping members informed of all association activities, and other news items related to the education of the severely/profoundly handicapped...
--Five disseminations per year - packets of current materials, including research projects, bibliographies, and other information, contributed by AAESPH members...
--An annual resource guide providing names, addresses, and areas of expertise of AAESPH members and professionals from a wide variety of disciplines, all concerned specifically with the education of the severely/profoundly handicapped...
--Conference fee reductions to attend the annual AAESPH Convention...
--An opportunity to share <u>your</u> knowledge and experience with others who have a special interest in the severely/profoundly handicapped.

MODEL PROGRAMS/PROJECTS

DEFINITION: A program or special project provides direct services to children and is presently in existence.

Programs do not mean temporary research projects. These would be in another category.

All programs/projects do not include testing, assessment, counseling and training facilities.

CLASSIFICATIONS:

P.H. - Physically Handicapped
MR - Mentally Retarded
ED - Emotionally Disturbed
D/HI - Deaf/Hearing Impaired
B/VI - Blind/Visually Impaired
MH - Multiply Handicapped
S/LD - Speech/Language Disorder

NAME OF PROGRAM	CLASSIFICATION								COMPONENTS					
MODEL PROGRAMS (BEH)	P.H.	MR	ED	D/HI	B/VI	MH	S/LD	AGE	Testing Assessment	Counseling	Parent Tng.	In-Service Training	Data Coll.	Pg.
Demonstration Programs for Severely Handicapped-Indiana			X					4-12 Yrs.						21
Diagnostic School for Neurologically Handicapped Children-California		X	X			X		0-18 Yrs.	X					22
Esperanza Para Nuestros Ninos-New Mexico						X								22
M.A.Z.E. Project Wisconsin								School				X		23
P.U.S.H.-Programs Unlocking the Severely Handicapped - Rhode Island						X		0-12 Yrs.			X			25
Model Preschool Center for Handicapped Children-Washington						X		Birth -6 Yr	X		X	X		25
Parsons State Hospital & Training Center-Kansas		X				X		0-18						26

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NAME OF PROGRAM	CLASSIFICATION								COMPONENTS						
	P.H.	MR	ED	D/HI	B/VI	MH	S/LD	AGE	Testing Assessment	Counseling	Parent Tng.	In-Service Training	Data Coll.	Pg.
Project KEEPS Michigan		X						8-14 Yrs.			X	X		27
Rural Infant Stimulation Envir. Alabama						X		0-3 Yrs.					X	28
Training Research Infant & Child Center - Oregon			X			X		0-18 Yrs.						29
Telecommunications for Severely Handicapped Children & Youth Who Are Homebound: N.Y. State Department of Education - N.Y.						X		4-21 Yrs.						30
Teaching Resource Center-New York			X					4-8 Yrs.						30
Purdue Research Foundation-Indiana	X	X						0-3 Yrs.						31
University of Kentucky-Kentucky		X						0-12 Yrs.						32
Utah State University-Utah		X				X		3-21 Yrs.						33

NAME OF PROGRAM	CLASSIFICATION								COMPONENTS					
MODEL PROGRAMS	P.H.	MR	ED	D/HI	B/VI	MH	S/LD	AGE	Testing Assessment	Counseling	Parent Tng.	In-Service Training	Data Coll.	Pg.
Coastal Center So. Carolina		X												34
Columbia State School-Louisiana		X						4-16 Yrs.						34
Comprehensive Tng. Prog for Infant & Young Cerebral Palsied Children-Wisconsin	X							Birth-3 Yrs.			X			35
Day Care Ctr, N.J.		X						School						36
Education for Multiply Handicapped Infants - Virginia	X							Infants	X		X	X		36
Educational Methods Demonstration Proj. for Autistic Children - California			X						X		X			37
Emma Pendleton Bradley Hospital-Rhode Island			X					Under 12	X	X				39
Individualized Instruction for Multiply Handicapped-New Jersey						X		Children	X					40
John Tracey Clinic - California				X	X			Preschool		X	X			41

NAME OF PROGRAM	CLASSIFICATION								COMPONENTS					
	P.H.	MR	ED	D/HI	B/VI	MH	S/LD	AGE	Testing Assessment	Counseling	Parent Tng.	In-Service Training	Data Coll.	Pg.
Pinecrest State School - Louisiana		X						Children				X		41
Preschool Hearing Impaired Program - Pennsylvania				X				0-5 Yrs.						42
Princeton Child Development Institute-New Jersey			X				X	5-13 Yrs.			X			42
P.L.A.C.E. Program-Connecticut								All					X	43
Project A.C.T.I.V.E.-New Jersey								School age	X			X		44
Project SERCH-New Jersey			X	X	X	X		Children						45
Raritan Valley Workshop - New Jersey						X		16 Yrs.+						46
Santa Cruz Eleven - California			X					3.5-10 Yrs	X		X			47
Utilization of Media for Handicapped Children - New Jersey			X	X		X		Children				X		48
Vocational Lifeline - California	X							High School						49

MODEL PROGRAM - BUREAU OF EDUCATION FOR THE HANDICAPPED

DEMONSTRATION PROGRAMS FOR SEVERELY HANDICAPPED

PROGRAMS FOR SEVERELY HANDICAPPED CHILDREN & YOUTH

Project Director:

Dr. Dennis R. Knapczyk
Indiana University Foundation
Post Office Box F
Bloomington, Indiana 47401
(812) 337-6508

Target Population:

By location
30 children from throughout the State of Indiana

By type handicap
30 emotionally disturbed children

Objectives:

To develop alternate models for the deinstitutionalization of severely emotionally disturbed children and youth within the State of Indiana. Each model will undergo three stages of development:

1) Design and implementation in a controlled setting.

2) Modification and implementation in a supervised state institutional setting.

3) Dissemination of alternative models for use in community-based settings.

Significant Features:

1) Identification of the population institutionalized or who are at high risk of being institutionalized.

2) Assessment of the institutions, communities, and severely handicapped persons.

3) Design of prescriptive child and community training programs which facilitate transition.

4) Evaluation of the transition process and feedback to the cooperating institutions and communities.

DIAGNOSTIC SCHOOL FOR NEUROLOGICALLY HANDICAPPED CHILDREN

Project Director:

Dr. Don Ashurst
4339 State University Drive
Los Angeles, California 90032
(213) 620-2537
225-6187

Target Population:

By location
Children are from Southern California

By type handicap
11 Severely Mentally Retarded
22 Severely Emotionally Disturbed
17 Multi-handicapped

Objectives:

A plan to establish demonstration educational service centers for severely emotionally disturbed children and youth. It provides for a differential psycho-educational assessment model to develop interventions into each SED child; the opening of nine classes for SED children; the training and staff development of LEA personnel responsible for pilot class; supportive services, including demonstration class, consultative follow-up services, assessment; demonstration and dissemination of program findings; and program monitoring.

Significant Features:

1) The close working relationship between state/local agencies as well as the state's ability to respond quickly and effectively to state legislation affecting LEAs.

2) The comprehensive assessment capabilities of the project are potentially noteworthy as well as the potential for disseminating the model.

ESPERANZA PARA NUESTROS NINOS

Project Director:

Mrs. Ruby Luna
P.O. Box 12212
Valdora S.W.
Albuquerque, New Mexico 87105
(505) 877-4366

Target Population:

By location
- 8 from foster homes
- 20 from state institution for mentally retarded
- 53 living with families - first educational intervention
- 13 living with families - referred from public schools needing special program

By type handicap
- 90 profoundly/severely retarded
- 4 multiply handicapped children with developmental delays

Objectives:

1) To develop a model program for severely handicapped children, in an area of associated bilingual and low income problems.

2) To establish a model for a non-public, non-profit organizational development of such services.

3) To implement an exemplary parental intervention procedure.

4) To implement recent, successful training procedures.

Significant Features:

1) Integration of physical, speech, and occupational therapy in interaction with severely handicapped children and youth.

2) Integration of the three therapies with an "academic" learning program.

3) Early intervention with target population - infants through young adult.

4) Extensive parental involvement in development and implementation of teaching program; great parental interest and support.

5) Unusual success in coordination with local agencies providing services to handicapped children and youth, with university personnel and State Department staff members.

MAZE PROJECT

Project Director:

Dr. Tim Crowner
Badger School
501 East Badger Road
Madison, Wisconsin 53713
(608) 271-7221

Target Population:

By location - Total 185 children and youth
16 Preschool children living at home - first time in educational program
4 Boarding school children
20 Children in foster home placement
145 Severely handicapped children living at home (some with prior partial education)

By type handicap - 72 profoundly/severely retarded; 113 multiply handicapped

By ages

16 - ages 0-2	38 - ages 10-12
13 - ages 3-5	49 - ages 13-18
43 - ages 6-9	26 - ages 19-21

Objectives:

1) To demonstrate a model for community-based training/education of the severely handicapped child.

2) To develop curricular modules for shaping behavior of such children.

3) To demonstrate a model for deinstitutionalization.

4) To serve as an advocate for the severely handicapped through demonstration effective training and eventual employment of such persons.

Significant Features:

1) Development of specialized curricular modules for training of severely handicapped children and youth.

2) Integration of severely handicapped children and youth into environments less structured in nature, to the inclusion of children in: Special school; special class; resource room approach; integrated class in public school.

3) Coordination with a university training program for teachers of severely handicapped children.

4) Coordination with local educational agencies and State Department of Special Education; conducting of special "orientation program" for administrators of public schools, to acquaint them with potential for severely handicapped.

5) Assessment program for student initial evaluation and continuing progress monitoring.

PUSH - PROGRAMS UNLOCKING THE SEVERELY HANDICAPPED

Project Director:

Mrs. Barbara Fazzano
Meeting Street School
333 Grotto Avenue
Providence, Rhode Island 02906
(401) 521-6800

Target Population:

By location
Students are bused to project site daily from Providence metropolitan area.

By type handicap
0 Severely Mentally Retarded
0 Severely Emotionally Disturbed
55 Multi-handicapped

Objectives:

To utilize a multidisciplinary model to demonstrate for Rhode Island and the New England area, educational practices which will enable community development of programs for severely handicapped children and youth.

Significant Features:

A demonstration program providing identification, diagnostic and prescriptive services. Components include: Early diagnostic intervention; behavior management training; prevocational training counseling for students, parents, and teachers; parent-child involvement; inservice training for staff and parents, and dissemination.

MODEL PRESCHOOL CENTER FOR HANDICAPPED CHILDREN

Project Director:

Dr. Norris G. Haring
Programs for Severely Handicapped Children & Youth
Experimental Education Unit, WJ-10
Child Development and Mental Retardation Center
University of Washington
Seattle, Washington 98195
(206) 543-7582

Target Population:

By location
207 seriously emotionally disturbed children and youth from the Seattle metropolitan area.

By type handicap
207 severely and profoundly retarded, severely emotionally disturbed, and multiply handicapped children and youth.

Objectives:

To develop a model program of educational and other needed services for severely and profoundly handicapped children and youth, including screening and placement procedures, pre and inservice training for project staff and related persons, parental involvement, multi-disciplinary and multi-agency involvement in the delivery of services, involvement in dissemination and evaluation procedures.

Significant Features:

1) Exemplary demonstration program in two settings: Experimental Education Unit at the University of Washington, and at the Lake Washington Special Education Center.

2) Plans for replication of demonstration model, in public school programs in Seattle, Tacoma, Edmonds, and Issaquah; the third year includes plans for development of replications in more remote areas of the State.

3) Screening program to make initial determinations of extent and nature of handicaps among the intended population of project.

4) Development of pre-vocational and vocational situations corresponding to training and abilities of participants.

5) Development of full and sequential learning experiences for target children/youth (curriculum components), assessment procedures and tracking system and project evaluation.

PARSONS STATE HOSPITAL AND TRAINING CENTER

Project Director:

Dr. Charles Spellman
Parsons State Hospital & Training Center
Parsons, Kansas 67357
(316) 421-3570

Target Population:

By location
Total of 32 children and youth; 24 from Parsons Training School being deinstitutionalized with trainable retarded children in public schools; 8 from community, all of whom have had no previous education including 1 preschool child living 70 miles away who is brought once a week by parents to project.

By type handicap
16 Severely Retarded
14 Multi-handicapped

Objectives:

To develop an operational model for delivery of educational services to severely handicapped children and youth in rural areas. The project uses a system technology approach to accomplish the objectives under management, communications, curriculum, and program technology personnel.

Significant Features:

1) Comprehensive language communication system for severely handicapped, 13 oral, 4 non-oral communication programs encompassing a total language continuance for the young to adult SMH individual.

2) Survival skills training; domestic skills training.

3) Acquisition and utilization (with modification as needed) of skill training packets from the Portage project, Project MORE, and projects for severely handicapped at Madison, Wisconsin, and University of Washington.

4) Coordination model in work with local communities departments for special education, State Department of Special Education, University affiliated facility; P.L. 89-313 project.

5) Pupil assessment program - initial assessment and progress assessment procedures, utilizing T.A.R.C. Assessment Inventory for young children to initially assess their learning needs. This information is fed into the computer which provides behavioral objective determination and curriculum suggestions. Assessment for older children conducted on Camelot program, which is geared for severely handicapped development; use is also made of Portage guide check. Language checklist and general assessment battery have been developed.

PROJECT KEEPS

Project Director:

Dr. Lawrence J. Turton
The Regents of the University of
Michigan, ISSMD
1030 South 1st Street
Ann Arbor, Michigan 48105
(313) 763-0551

Target Population:

By location
The students are from Ann Arbor and neighboring areas.

By type handicap
0 Severely Mentally Retarded
0 Severely Emotionally Disturbed
14 Multi-handicapped

Objectives:

To develop a demonstration model classroom program and transitional treatment center for severely handicapped children in cooperation with the local educational agency. The program model will be utilized to stimulate the development of similar programs state wide.

Significant Features:

Demonstration classroom and transitional treatment center. Close cooperation and coordination with the family. Role of parents as decision makers. Monthly home visits. Parent seminars - Media packages.

RURAL INFANT STIMULATION PROJECT

Project Director:

Dr. Bobby Palk
Post Office Box 2592
University, Alabama 35486
(205) 348-7342

Target Population:

By location
There is a total of 68 children and youth participating in the program. Forty-five students are bused by three vans daily and 23 are transported by parents from adjacent areas.

By type handicap
24 Severely Mentally Retarded
23 Severely Emotionally Disturbed
21 Multi-handicapped

Objectives:

To provide exemplary educational services to severely handicapped children and youth between the ages of 0-19. To establish a cooperative interrelationship with the local education agency in order to influence replication of the demonstration model.

Significant Features:

1) Parents of the population group play a significant participating role in instructional program, assessment, home training, and evaluation components.

2) Performance data is maintained on each participant daily in an effort to plot progressive movements through the instructional modules.

TRAINING RESEARCH INFANT & CHILD CENTER

Project Director:

Dr. Victor L. Baldwin
Teaching Research Division
Oregon State System of Higher Education
Monmouth, Oregon 97361
(503) 838-1220 xt 391

Target Population:

By location
Total of 25 children from Monmouth, Corvallis, Salem and adjacent city school districts.

By type handicap
14 Severely Emotionally Disturbed Children
11 Multi-handicapped - Cerebral Palsied Children

By ages
5 - ages 0-3
8 - ages 4-8
2 - ages 9-12
10 - ages 13-18

Objectives:

1) To develop a model demonstration program of education and treatment of severely handicapped children.

2) To develop a state wide planning document for providing services to the seriously emotionally disturbed and the severely/profoundly retarded and multiply handicapped and to evaluate the effectiveness of this plan.

3) To establish a group home for severely handicapped children and youth and determine viability and economic efficiency of this model of child-youth placement.

Significant Features:

1) Comprehensive model of education/training of severely emotionally disturbed children and youth.

2) Curriculum development and validation for providing educational services to target population.

3) Coordination with related Federal/State and local projects serving severely handicapped children.

4) Supportive role of teacher preparation programs providing skilled educators of severely handicapped children.

5) Meaningful parental involvement.

TELECOMMUNICATIONS FOR SEVERELY HANDICAPPED CHILDREN & YOUTH WHO ARE HOMEBOUND

NEW YORK STATE DEPARTMENT OF EDUCATION

Regents of the University of the State of New York
55 Elk Street
Albany County, Albany, New York 12224
(518) 474-6939
Contact Person: Dr. Raphael E. Simches

Target Population:

By location
Estimated total of 80 severely multi-handicapped children

By type handicap
Estimated 80 severely multi-handicapped children

Objectives:

1) To demonstrate the effectiveness of computer-based instruction delivered via closed circuit television to severely multi-handicapped children.

2) To demonstrate viability of telecommunications model in metropolitan areas with already established cable television capabilities.

Significant Features:

1) Provision of interactive response capability between participating children and youth, children and centrally based master teachers, and between parents.

2) Utilization of audio-visual graphic and other visual programming in an interactive TV system, coupled with computer-based instructional technology.

TEACHING RESOURCE CENTER

City University of New York
144 West 125th Street
New York City, New York 10027
(212) 866-9430
Contact Person: Dr. Jim Jennings

Target Population:

By location
An estimated total of 30 severely emotionally disturbed children from the New York City metropolitan area

By type handicap
Estimated 30 severely handicapped - emotionally disturbed children

Objectives:

To determine how and to the extent that telecommunications can aid in the development of severely emotionally disturbed children.

Significant Features:

1) Proximity to highly qualified and experienced personnel and progressive, educational environment for experimental design of educational intervention.

2) Utilization of interactive response system, employing cable television as an instructional media, coupled with videotaped, computerized educational programming.

PURDUE RESEARCH FOUNDATION

Telecommunications for Severely Handicapped Children & Youth
Purdue Research Foundation
West Lafayette, Indiana 47907
(317) 494-8161
Contact Person: Dr. Robert Currie

Target Population:

By location
A total of 50 children from the metropolitan areas of Lafayette, Indianapolis, and Kokomo

By type handicap
33 Profoundly/Severely Mentally Retarded
10 Cerebral Palsied - Physically Handicapped
7 Autistic

Objectives:

1) To reduce the probability of institutionalization for severely handicapped children, and

2) To prepare these children for entering educational and/or community programs for the handicapped.

These objectives will be implemented through the provision of instruction to parents of the severely handicapped, homebound children, utilizing closed-circuit television educational programming. The project will produce videotapes of 80 of the most critical learning needs of the preschool severely handicapped.

Significant Features:

1) Identification, assessment, and programming for individual infants, birth through three years of age, along with appropriate parent counseling and training.

2) Designing, producing, and distributing videotaped instruction programs in three critical areas of development: self-help skills, language development/sensory stimulation, and motor skills.

3) Evaluating the effectiveness of individualized telecommunications programming in aiding and facilitating developmental progress such that the two major objectives may be accomplished.

4) Equipment for television reception - normally not to include T.V. receiver - will be provided by the project. Programs will be delivered using extant cable T.V. systems, an ITFS (2500 MHz) system, and video cassettes in areas where the first two are unavailable. An interactive or talkback system (telephonic) will be utilized.

UNIVERSITY OF KENTUCKY

University of Kentucky Research Foundation
305 Kinhead Hall, East Wing
Lexington, Kentucky 40506
(606) 253-2181
Contact Person: Dr. James Tawney

Target Population:

By location
A total of 18 severely mentally retarded children from the Lexington metropolitan area

By type handicap
18 Severely mentally retarded children

Objectives:

To develop an electronically programmed environment for preschool education of children with severe mental retardation and attendant multiple handicaps, through which such children can be provided an appropriate instructional and habilitative service.

Significant Features:

1) Instructional devices linked to a centrally located, computerized teaching apparatus by telephone lines.

2) Instructional program designed for the individual participant.

3) Program transmitted over telephone lines to homes whereby programmed learning environments can be established.

4) Provision for instant telephonic interaction from home base to central point.

5) Provision for analysis of responses at the end of each teaching session, permitting project staff to modify curricula on a daily basis.

UTAH STATE UNIVERSITY

Exceptional Child Center
Utah State University
Logan, Utah 84322
(801) 752-4100 xt 7753
Contact Person: Dr. Alan Hofeister, Project Director

Target Population:

By location - Total 123 participants
38 Homebound children never in school before
60 Day training center children receiving follow through help by parents
25 Children and youth from workshops or special education classes with special needs

By type handicap
63 Children/youth - profoundly/severely mentally retarded
60 Multiply handicapped children and youth

Objectives:

1) To develop a model program for delivery and utilization of parent-training modules of educational technology.

2) To assist parents with the provision of appropriate and progressive training of their homebound severely handicapped children and youth.

3) To establish a coordinated thrust to impact upon the needs of the target population through concurrent operation of a teacher training program for regular classroom teachers studying via self-teaching packets, to become special education teachers.

4) To adapt or modify as needed the parent training packets developed under another federal grant, to the extent by which such teaching packets can be utilized on more severely handicapped children.

Significant Features:

1) Utilization of the telephone in establishing direct, and frequent parent-master teacher conferences and assistance.

2) Utilization of extensive library of parent packages designed to assist as needed; field testing such packets for validity.

3) Coordination with University Affiliated Facility for the mutual advantage of each program.

4) Model for training or parent interveners - persons who assist parents in understanding and utilizing the parent training packets.

5) Cooperation of local educational agencies; state special education department.

6) Coordination with other telecommunication projects in sharing information, utilizing educational modules developed elsewhere and modifying them as needed.

7) Well developed and carefully implemented research component in the development and validation of parent training packet material.

MODEL PROGRAMS

COASTAL CENTER, LADSON, SOUTH CAROLINA

Coastal Center
Ladson, South Carolina
Contact Person: June Peel Sullivan, Gabriel J. Bartarsheh (authors of research article: Exceptional Children, May 1973)

Population:

Severely Retarded Children

Program Components:

The Center has cottage facilities and provides educational therapy. For more specific information, refer to Exceptional Children (5/73), Training School Bulletin (V70 NI p. 5-9, May 1973), or write to the school.

COLUMBIA STATE SCHOOL, LOUISIANA

Contact: Mr. Cecil N. Colwell (author of research article: Exceptional Children, June 1973)

Population:

Severely and profoundly retarded, ages 4-16

Address not available at time of printing.

Program Components:

The training program at Columbia State School is a short-term residential facility for intensive self-help training for the severely and profoundly retarded. Emphasis is placed on self-help habit training. The program was reviewed in the June 1973 issue of Exceptional Children.

COMPREHENSIVE TRAINING PROGRAM FOR INFANT & YOUNG CEREBRAL PALSIED CHILDREN

Kiwanis Children's Rehabilitation Center
10437 West Watertown Plank Road
P.O. Box 7372
Milwaukee, Wisconsin 53226

Population:

Children with cerebral palsy from birth to 3 years of age are eligible for the project.

Program Components:

The primary objective of this project is the early diagnosis and treatment of feeding and communication problems of infants and children with cerebral palsy.

There are two major components within the program. The Prespeech (feeding) Program is designed for infants and children who have a history of feeding problems due to the malfunction of the oral mechanism. The Language Stimulation Program is designed to develop receptive and expressive language skills. Language experiences are provided in individual and group settings.

The family is considered an integral part of the total training program. Parents are expected to participate in all aspects of the project. The parent observes and is actively engaged in both the Prespeech (feeding) and Language Stimulation Programs.

Evaluation:

Each aspect of the program is expected to yield measurable gains for participants: Children, parents, and staff. Systematic evaluation of the various program components is being implemented, so that these gains can be measured accurately and demonstrated empirically at the end of each phase of the project. Currently, the following areas are being tested for effectiveness:

1) The extent to which immature oral reflexes are inhibited in the Prespeech Program.

2) The amount of increase in use of meaningful language in the Language Stimulation Program.

3) The degree of growth in parents' understanding of and attitude toward the child's problem.

4) The extent to which inservice training augments staff competence.

DAY CARE CENTER FOR SEVERELY RETARDED CHILDREN

Mill Ridge Road
Secaucus, New Jersey

Contact: Mrs. Patricia M. Sheehan, Committee Chairman
State Department of Institutions & Agencies

Program Components:

The facility, one of 21 planned throughout the State will be built on a nearly four acre site and be designed to accommodate 60-90 school-age children who live in Hudson County and are defined as severely or profoundly retarded.

EDUCATION FOR MULTI-HANDICAPPED INFANTS

Children's Rehabilitation Center
Charlottesville, Virginia

Contact: Shawn L. Hustler, M.D., Project Director

Population:

The EMI program is available to all physically handicapped infants who live within commuting distance of Charlottesville. A maximum of 25 infants can be served.

Program Components:

The EMI is a demonstration program of early intervention for multi-handicapped infants. The program is provided by the Department of Pediatrics of the University of Virginia Medical Center. The project is funded by the Bureau of Education for the Handicapped under P.L. 91-230, Title VI. The program provides two years of educational support for prevention and remediation of the multiple problems of multi-handicapped infants and their families.

The program is a combination home-center based design with classroom and support services housed in the Rehabilitation Center. During the weekly lessons at the Center, attention is placed on areas of development which are delayed due to the physical disability. There is a multi-disciplinary staff which includes nursing, pediatrics, social work, speech and physical therapy, psychology, audiology.

Parents participating in the EMI program are offered a variety of services designed to foster the meeting of needs encountered in the process of raising a handicapped child. Upon referral to the Center, the EMI social worker meets with the family and is available to the family on a weekly basis. Home visits on a monthly basis offer the entire family greater opportunity for involvement essential to their child's total program.

A lending library provides parents with a wide range of literature concerning child development, parenting of handicapped children, books for older siblings.

Evaluation:

Evaluation includes assessing the cognitive, gross and fine motor, language, social and self-help skills of the children. The evaluation data are compiled biweekly utilizing the program's developmental assessment scale, and every six weeks using videotape.

Dissemination:

The primary goal of the EMI program is that each child by the age of 2 or 3 years be acceptable to the public school. Therefore, the program attempts to stimulate replication by other community agencies. The staff also is involved in extensive inservice activities. In addition to inservice there are weekly training programs for all staff, students, and parents.

EDUCATIONAL METHODS DEMONSTRATION PROJECT FOR AUTISTIC CHILDREN

Sacramento County Office of Education
6011 Folsom Blvd.
Sacramento, California 95819

Contact: Mr. Dale A. Moore

Population:

Fifteen autistic children at the Children's Center of Sacramento

Program Components:

The purpose of this project is to develop and test a model for the education and training of 15 autistic children at the Children's Center of Sacramento. The specific technique used is operant conditioning or reinforcement therapy to shape the behavior of the children. This project will take the techniques developed by Dr. Lovaas of UCLA and Dr. Thompson from California State at Los Angeles and apply them to the education of the fifteen psychotic children at the Children's Center. These techniques make use of reinforcement therapy and task analysis to shape the behavior of the children. In addition, other techniques will be developed by the project staff to use with children, staff and parents to shape behavior, develop inservice techniques and parent education techniques. The project staff will also develop inservice training techniques such as films, tapes, and program materials to train new teachers and staff for the use of other county school personnel in setting up similar programs for the psychotic child.

Some of the specific goals of this program will be:

1) To develop self-help skills in children who have not already accomplished: dressing, self-toileting, self-feeding.

2) To develop speech and language in children who have not already accomplished: beginning speech sounds, single words, connected speech.

3) To develop social skills with children who have not already accomplished: awareness of others, responsible action, initiatory social action, parallel play, cooperative play.

4) To develop preacademic skills with children who have not already accomplished: color discrimination, form discrimination, object names, eye-hand coordination, visual memory, auditory memory.

5) To develop academic skills in children who have not already accomplished: basic reading skills, basic arithmetic skills.

6) To develop a parent education program helping the parents to: understand their children's behavior, and use techniques of reinforcement and behavior shaping which can be applied at home.

7) Continue to reduce the number of children referred from the Children's Center to a state mental hospital and increase the number returned to regular school setting.

8) Development of a consistent pattern of response so that children may be reliably diagnosed.

To accomplish the above, the project staff will first do a detailed psychological and behavioral analysis of each of the children at the Children's Center. A beginning level will be developed for each child and for each behavior that will be shaped such as (1) frequency of eye contact, (2) frequency of parallel play, (3) social play, etc. After this beginning level of behavior is charted, an individual program will be worked out for each child. Task analysis and reinforcement therapy will be used by the teacher and total staff both in individual and group sessions in achieving the desired behavior.

The parents will be involved in parent education conducted by the project staff.

Each child will be evaluated on a continuing basis to determine if the behavior shaping program is appropriate for that child and whether it should be changed or not.

Throughout the year, workshops will be developed for county office staff and for other school districts who are interested in the project and the development of these techniques.

Evaluation:

Specific checks will be made at the mediary point and at the end of the project by comparison of films, tapes, and graphs of the behavior changes that have occurred from the beginning level established for each child. The enumeration of each of these changes will indicate effectiveness of the program for the child.

The teacher's effectiveness will be determined by observation of their use of the techniques that support the instruction by the teacher. Response of parents to the changes in their child compared to their statement of desire recorded at the beginning of the project will indicate the effectiveness of total program.

The placement committee determines from the staff evaluations as to the suitability of the child to proceed to placement in a regular program or other appropriate program. A telephone check is made at the beginning and close of each year to the receiving school district to determine progress of those students accepted into their programs.

Dissemination:

The chief project consultant and project assistant will prepare a written report of the total project including statistical support of the effectiveness of the program in achieving the stated objectives, failures and/or weak points of the program and recommendations for applicable adaptions to programs to be or now operated by school districts. This written report, along with use of film and video tape will be on loan to school districts in and out of the county.

Observation of the program during and after the project time will be arranged upon request. Consultant time to assist county districts in establishing programs from the model will be arranged. Explanation of the project and the model developed will be made to the Sacramento County Coordinating Council for the Education of Exceptional Children.

EMMA PENDLETON BRADLEY HOSPITAL
1011 Memorial Parkway
Riverside, Rhode Island 02915

Contact: Maurice W. Laufer, M.D., Executive Director

Population:

Emotionally disturbed children under the age of 12 (approximately 400 children and families)

The hospital was started by a private endowment. Expenses are paid either by parents, agencies, or reimbursement formulas in states. The hospital has the following programs:

Inpatient Program for children 5-12.
Autistic Unit - serves approximately 12 children.
Day Hospital - program for outpatients.
Preschool Program - day program for children under 6 years.
Swan House - transitional family living.
Bradley Guidance Clinic - serves approximately 300 families in which one or more children age 6-18 are experiencing more than normal difficulty in growing up.
Prevocational Program - integrates industrial arts into total program.

The nearly 200 full and part time staff represents every major discipline in the treatment of emotionally disturbed children.

Evaluation:

Diagnostic evaluations are provided by the hospital. In special cases, provisions can be made for evaluations to be done in the local community.

Dissemination:

A descriptive brochure and other printed material is available from the hospital. The hospital is affiliated with various training institutions and agencies. Outstanding research has exemplified the pioneering work at Bradley.

INDIVIDUALIZED INSTRUCTION FOR MULTIPLY HANDICAPPED

Paterson Public Schools
33 Church Street
Paterson, New Jersey 07505

Contact: Mr. Arnold Sackmary, Project Director

Population:

Approximately 212 children who have one or more of the following handicaps - trainable, educable mentally retarded, emotionally disturbed, speech impaired, deaf, deaf-blind, visually handicapped, hard of hearing, orthopedically handicapped.

The purpose is to provide individual instruction to multiply handicapped children to improve their reading level, arithmetic skills, comprehension skills, and assist them in their academic skills. Also provided for multiply handicapped children is speech correction to improve their articulation, use of language and general speech skills. The handicapped children are also exposed to cultural experiences to enrich their lives and contribute to their understanding of our society especially their use of language.

Staff Components:

Learning Disability Teacher-Consultants diagnose and write educational prescription for each child.

Speech Correctionists evaluate and develop corrective speech program for each child.

The Social Workers establish liaison with family.

Counselors assist family when necessary.

Evaluation:

Pre-Post Tests will be utilized: ITPA, WRAT, Northwestern Syntex Screening Test and the Vallett Psychoeducation Inventory.

JOHN TRACY CLINIC
806 West Adams Boulevard
Los Angeles, California 90007

Contact: Dr. Edgar L. Lowell, Director

Population:

Preschool deaf and deaf-blind children and their parents.

Program Components:

The Clinic is an educational center for preschool deaf children and their parents. Its goal is to find, encourage, guide, and train the parents of young deaf children, first to reach and help the child and second, to help the parents themselves. Through the correspondence course, the Clinic offers an extension of its services to parents throughout the world.

Program components are: consultation, demonstration home, classes for parents, nursery school, clinic, psychological counseling, summer sessions, teacher training, research.

Dissemination:

A brochure and descriptive printed material is available. The correspondence course is available in English and Spanish and is designed to assist parents in developing basic skills in their child. Each of the 12 lessons includes a list of free or inexpensive publications on the subjects discussed in the lesson and names of organizations or agencies that can provide related services.

PINECREST STATE SCHOOL
P.O. Box 191
Pineville, Louisiana 71360

Contact: Julia Molloy (author of article: Exceptional Children, 1970)

Population:

Profoundly and severely mentally retarded.

Program Components:

The school has developed a communication shaping program for cottage parents and cottage trainers to train severely and profoundly retarded children in communication and daily living skills. A manual was developed from the program and is designed for parents and trainers.

Dissemination:

A manual includes a practice set for the trainer, a developmental scale for language, and forms used for charting the child's progress.

PRESCHOOL HEARING IMPAIRED PROGRAM
1801 Market Street
Philadelphia, Pennsylvania 19103

Contact: Mr. James Guerin, Supervisor, Division of Special Education

Population:

Preschool hearing impaired, ages 0-5 in Philadelphia.

Program Components:

The Philadelphia school system developed the program in order to supplement the experience of the hearing handicapped preschooler in the areas of language, socialization and educational readiness. The main goals of the project are: (1) to acquire information on hearing impaired children between the ages of 0-5 years who live in Philadelphia, (2) to survey services available to these children for appropriate referrals, (3) to create a pilot program for children not presently receiving attention.

Evaluation:

All avenues of investigating the location of the hearing impaired preschoolers are being sought. The project hopes to alert physicians, educators, and paramedical personnel to the importance of early childhood intervention.

PRINCETON CHILD DEVELOPMENT INSTITUTE
P.O. Box 2013
Princeton, New Jersey 08540

Contact: David Holmes, Director

Population:

Children 5-13 years who have severe communication and behavior disorders.

Program Components:

The Princeton Child Development Institute has as its primary purposes the treatment of childhood schizophrenia and infantile autism, support of intellectual, social and emotional growth and where possible, final placement of the child in a normal education environment.

The program is highly flexible and diagnostic. The major part of the therapy is carried on in one to one situations. Group activities are planned to encourage verbal communication and interaction with peers. Behavior modification is employed as a major strategy.

The Institute carries out a program of training and continuing involvement for parents. Parents are guided toward understanding their individual children and the nature and treatment of childhood psychoses. Parents are also helped to improve behavior patterns which are frequently a problem in the emotionally disturbed child's home life.

The staff includes qualified teachers, speech and music therapists. A group of part-time assistants comprised largely of students from local universities and high schools go to the Institute as observers, researcher and apprentice teachers.

Dissemination:

A newsletter is available from the Institute which reviews program activities and related areas (e.g., conferences, research, references).

P.L.A.C.E. PROGRAM - PROGRAM LISTING AND CLIENT EVALUATION

Connecticut State Department of Health
Office of Mental Retardation
79 Elm Street
Hartford, Connecticut 06115

Contact: Dr. Merton S. Honeyman, Program Director

Population:

All developmentally disabled persons, their families and service agencies.

Program Components:

The introduction in the program manual gives the following introduction to the program:

"Utilizing the concept of computer time-sharing this program proposes to enhance the ability of human service delivery systems in Connecticut to provide:

A. Community based alternatives to institutional care for the developmentally disabled.

B. A systematic approach toward placing the developmentally disabled person in appropriate programs.

C. A viable opportunity for positive program interaction between both private and public agencies on behalf of the developmentally disabled individual.

D. A true advocacy system to meet the major needs of the developmentally disabled.

E. An efficient method of marshalling staff resources on a statewide basis with the ability to focus on specific problem areas exhibited by the developmentally disabled.

F. An effective method of isolating gaps in service throughout the state which impede the growth of each developmentally disabled person.

In order to initiate a process which will lead to the accomplishment of the above major objectives, during the primary year the P.L.A.C.E. Program will provide the opportunity for the following:

A. A client-data bank involving over 90 characteristics on each of 10,000 developmentally disabled persons will be developed and maintained.

B. A comprehensive program-data bank involving over 60 characteristics on approximately 500 public and private programs serving the developmentally disabled will be developed and maintained on a statewide basis.

C. An information data bank on special human resources will be developed and maintained as to personal areas of expertise and/or programs for the developmentally disabled.

D. The installation of a computer-terminal system in each region of O.M.R. to serve as the prime information input system.

E. A massive statewide educational program involving both private and public sectors concerned with the availability of the P.L.A.C.E. Program and the resources it offers to human service delivery systems."

Dissemination:

There will be training sessions for facilities and agencies so they can contribute data necessary for the program. There are several computer terminals throughout Connecticut.

PROJECT A.C.T.I.V.E. (ALL CHILDREN TOTALLY INVOLVED IN EXERCISING)

Township of Ocean School District
Dow Avenue
Oakhurst, New Jersey 07755

Contact: Dr. Thomas M. Vodola, Project Director

Population:

For children in grades K-12 who evidence Low Physical Vitality, Low Motor Ability, Postural Abnormalities, Nutritional Deficiencies, Mental Retardation, Learning Disabilities, Breathing Problems, Communication Disorders, Motor Disabilities/Limitations, Visual Disabilities (e.g., Partially Sighted/Blind).

Program Components:

Project A.C.T.I.V.E. is a federally funded program under Title III, ESEA. The grant has been awarded to develop and evaluate a teaching model kit and to conduct a series of inservice programs for physical education/special education/recreation teachers of the handicapped. The initial goal was that

each participant achieve a minimum of 20 of 25 competencies which include individual instruction, scheduling and working with the above disabilities. Since the inception of the program in 1972, 180 participants from 157 districts or agencies have been trained. Participants have included undergraduate, teachers, paraprofessional, regular and special education teachers, nurses, principals, diagnosticians and other specialists (e.g., speech therapists, physical education teachers).

Evaluation:

There are specific evaluation designs for the training program and the curriculum for students. Teachers are pre and post-tested by the project staff on the locally developed Teacher Cognitive-Psychomotor Test in order to test their proficiency in providing individualized physical education programs for the handicapped.

Students with motor problems or handicapping conditions are listed in order to evaluate their motor ability. Experimental populations in 2 school districts were matched on the basis of age, sex, and pretest motor ability scores. Experimental and control groups were pre and post-tested over a six month period on the Township of Ocean Motor Ability Test. Test results indicated that children in experimental groups achieved gain scores significantly superior to those of children in control groups.

There is a fee for the model kit which includes the following manuals:

1) Developmental Physical Education: Low Motor Ability
2) Developmental and Adapted Physical Education: A Competency-Based Teacher Training Program
3) Developmental Physical Education: Low Physical Vitality
4) Adapted Physical Education: Postural Abnormalities
5) Adapted Physical Education: Nutritional Deficiencies
6) Adapted Physical Education: Auditorily/Visually Handicapped
7) Adapted Physical Education: Motor Disabilities/Limitations
8) Adapted Physical Education: Breathing Problems
9) Physical Education for the Handicapped: Resource Personnel/Sites in New Jersey

For particulars regarding the procurement of manuals, contact the Project Director.

PROJECT SERCH - SEEKING EDUCATIONAL RESOURCES FOR CHILDREN WITH HANDICAPS
Box 426
Pitman, New Jersey 08071

Population:

Deaf, deaf-blind, multiply handicapped and severely emotionally disturbed children - these students represent less than 1% of the handicapped school age population.

Program Components:

The mission of the project is to plan and make recommendations for the establishment of day school physical facilities on a statewide basis which will provide thorough and efficient sequential educational programs for low incidence severely handicapped children. In order to develop a plan, a committee will accomplish the following goals:

1) The educational needs of the low incidence severely handicapped will be identified.
2) Children to be served by the regional facilities will be identified.
3) The physical plant needs of the severely handicapped will be identified.
4) Facility and site specifications will be determined.
5) Potential land sites and existing facilities will be determined.
6) The regional recommended sites and/or facilities to meet programmatic needs of the severely handicapped will be accepted by the State Board of Education.
7) Based on Project SERCH, facilities will be acquired.

Dissemination:

The final report has been compiled and is available from the above address.

RARITAN VALLEY WORKSHOP
9 Terminal Road
New Brunswick, New Jersey 08902

Population:

The population served is considered multiply handicapped which includes the retarded, those suffering from brain dysfunctions, the mentally and emotionally ill, visually disabled, and physically handicapped. The program is for people who are ready for employment and are at least 16 years of age.

Program Components:

The workshop is a privately administered, nonprofit organization established by the combined interests and efforts of the Middlesex-Somerset County Communities and the Easter Seal Society for Crippled Children and Adults of New Jersey. The workshop serves as a transitional facility whose primary function is to prepare clients for work. Extended employment is provided congruently with the policies established, space and other considerations.

The client is evaluated (utilization of work samples, psychometrics, aptitude tests, group and individual counseling) in order to assess his or her vocational potential and potential to develop within the program. Through a structured work setting, recreational activities, individual and group counseling an individual program is developed.

A behavioral contract is developed for selected clients in order to provide incentives for changing behavior and functioning level. A kind of behavior modification approach is utilized when the contract system is inappropriate.

Basic educational skills (practical math, reading, field trips, job seeking skills, and content skills, e.g., clerical, maintenance, packaging, engraving, printing, warehousing) are taught according to individual needs.

A 3-month follow-up which allows the client to be seen weekly provides the support necessary to make the transition to industry. There is cooperation with the family and other community agencies.

SANTA CRUZ ELEVEN - A COMPREHENSIVE PLAN FOR THE EDUCATION OF AUTISTIC AND SERIOUSLY EMOTIONALLY DISTURBED CHILDREN

Santa Cruz County Office of Education
701 Ocean Street
Room 200
Santa Cruz, California 95060

Contact: Richard D. Struck, Project Manager and Administrative Assistant

Population:

Children ages 3.5 - 10 who have seriously handicapping emotional disorders.

Program Components:

The project was an outgrowth of a California bill (AB 2403) passed by the California legislature in 1970 which authorized the establishment of pilot projects whose purpose was to evaluate the benefits of providing a public school program for autistic and seriously emotionally disturbed children. The children who were to become pupils in the pilot class were originally patients in the Psychiatric Treatment Center, a day facility. As of August 1974, 10 youngsters were enrolled in the pilot class. The project began in 1971 and is funded by the school district.

The transfer of children was accomplished gradually in order to avoid an abrupt change in environment. The school day was gradually extended until all pupils could successfully attend school for 6 hours.

Close involvement was required between the school staff and parents. At the beginning of the project parents acted as observers in the classroom in order to better understand their children's problems and behavior. Teacher conferences and bimonthly night meetings were held where staff and parents could discuss program organization, planning, and share information about the child's progress at home and in school.

The staff includes a classroom teacher, permit teacher (half time), an instructional aide, psychologist, speech therapist, and school nurse.

Evaluation:

The pilot project used several evaluation procedures: Behavioral Characteristic Progression Chart (see Dissemination), pre and post-testing at Manresa Diagnostic Center, extensive parent interviews, careful observation of the children in the special class and transition classrooms, video tape records of children, anecdotal records. It was found that a combination of normative and criterion referenced data was more realistic in evaluating each child in the program.

Attitudinal changes of parents were measured by the program evaluation consultant.

An evaluation report on the pilot project was completed and recommendations as to the feasibility of establishing the program on a statewide basis were made.

Dissemination:

A manuscript entitled The Santa Cruz Eleven is available from the County Superintendent's Office. The manuscript includes extensive information about the development and implementation of the pilot project.

The Santa Cruz Behavioral Characteristic Progression Charts (BCP) was developed by the project. BCP is a criterion referenced tool for assessing the development of a handicapped pupil in terms of his behavioral characteristics. The charts are reviewed in the project's manuscript.

UTILIZATION OF MEDIA FOR HANDICAPPED CHILDREN

Special Services
School District of Bergen County
327 East Ridgewood Avenue
Paramus, New Jersey 07652

Contact: Dr. Russell G. Layden, Project Director

Population:

Emotionally disturbed, multiply handicapped, hard of hearing - approximately 236 children.

Program Components:

The project will aid in the evaluation of low incidence handicapped children, provide a flexible multi-dimensional media for improving the education (psychological and academic) of these children, and aid in the training of teachers, other staff members, consultants, parents, students (teacher trainees, etc.) and public agency personnel (staff from local districts, etc.) who work with these children. Through the utilization of a video tape and playback system visual and auditory documentation of special handicapping conditions, physical functioning of the children and instructional activities will occur.

Evaluation:

After the media program is implemented a report will be prepared assessing the impact of the program to include assessment of each activity listed.

Dissemination:

This documentation will be shown to pupils, staff, parents, and others as part of the instructional and evaluative program of this school district.

VOCATIONAL LIFELINE

Modesto Schools
1717 Sylvan Avenue
Modesto, California 95355

Contact: Mr. Anthony Boicelli, Beyer High School

Population:

For orthopedically handicapped (high school)

Program Components:

This is a federally funded project under Title III of the Elementary and Secondary Education Act. Vocational Lifeline has as its objective the designing and implementation of an occupationally oriented curriculum with related counseling procedures for orthopedically handicapped students which would have continuous progression from where the student enters to a level which produces graduates who can meet the minimum work skills and habits required for job placement or placement in training programs designed to lead to self-enhancing vocations and/or avocations.

The school staff works cooperatively with community resources and parents in order to formulate goals and objectives for the student. A working relationship has also been developed between the school and the State Department of Rehabilitation.

Dissemination:

A newsletter, "Vocational Lifeline", is published by the project. Information about the project and related areas such as legal issues, research and references is noted in the newsletter.

ERIC MICROFICHE COLLECTIONS BY STATE

The following facilities provide information on microfiche and hard copies. When ordering, use the letters "ED" and the number following.

CONNECTICUT

Capitol Region Education Council
443 Windsor Avenue
Windsor, CT 06095

Connecticut Department of Education
ACES
Village Street
North Haven, CT 06473

Southern Connecticut State College
H. C. Buley Library
501 Crescent Street
New Haven, CT 06515

University of Bridgeport
Library
Bridgeport, CT 06602

University of Connecticut
Wilbur Cross Library
Storrs, CT 06268

MAINE

Maine State Department of Education
Planning & Evaluation
ERIC Office
State House
Augusta, ME 04330

University of Maine
Raymond H. Fogler Library
Orono, ME 04473

MASSACHUSETTS

Boston College
Library
Chestnut Hill, MA 02167

Boston University
School of Education
765 Commonwealth Avenue
Boston, MA 02215

Career Education
Document Information System
57 River Road
Andover, MA 01810

Fitchburg State College
Library
Fitchburg, MA 01420

Framingham State College
Henry Whittemore Library
Framingham, MA 01701

Harvard University
Graduate School of Education
Library - Longfellow Hall, Appian Way
Cambridge, MA 02138

Lowell State College
Library
Rolfe Street
Lowell, MA 01854

Massachusetts Board of Education
Pittsfield Regional Education Center
188 South Street
Pittsfield, MA 01202

Massachusetts Department of Education
Educational Reference Center
182 Tremont Street, 11th Floor
Boston, MA 02111

Merrimack Educational Center
101 Mill Road
Chelmsford, MA 01824

Springfield College
Library
Alden Street
Springfield, MA 01109

State College at Bridgewater
Maxwell Library
Bridgewater, MA 02740

Tufts University
Wessell Library
Medford, MA 02155

University of Massachusetts
School of Education - Library
Amherst, MA 01002

CEDIS
2 Sun Life Executive Park
100 Worcester Street
Wellesley Hills, MA 02181

Northeastern University
Suburban Campus
Ms. Marcia Dorey
Burlington, Massachusetts

Salem State College
Ms. Mildred Levine
Salem, Massachusetts

Boston Public Library
Serials Receiving
P.O. Box 286
Boston, Massachusetts

Westfield State College
Library
Westfield, Massachusetts

Quincy Public Schools
Department of Inst. Library Services
100 Brooks Avenue
Quincy, Massachusetts

Northeastern University
Library
360 Huntington Avenue
Boston, Massachusetts

Boston State College
Library
625 Huntington Avenue
Boston, Massachusetts

Massachusetts Teachers Association
Carl Schneider
20 Ashburton Road
Boston, Massachusetts

NEW HAMPSHIRE

Plymouth State College of the
University of New Hampshire
Lamson Library
Plymouth, NH 03264

University of New Hampshire
Library
Durham, NH 03824

ESEAIII
64 N. Main Street
Concord, NH 03301

NEW JERSEY

ERIC Clearinghouse on Tests,
Measurements, and Evaluations
Educational Testing Service
Princeton, NJ 08540

Glassboro State College
SEIMC
Savitz Library
Glassboro, NJ 08028

Jersey City State College
Forrest A. Irwin Library
2039 Kennedy Boulevard
Jersey City, NJ 07305

Monmouth County Library
Eastern Branch
Area Reference Center
Route 35
Shrewsbury, NJ 07701

Montclair State College
Harry A. Sprague Library
Upper Montclair, NJ 07042

Kean College
Library
Morris Avenue
Union, NJ 07083

New Jersey Residential Manpower Center
Occupational Resource Center
Building 871, Camp Kilmer
Edison, NJ 08817

Phillipsburg Free Public Library
Phillipsburg, NJ 08865

Rider College
Library
2083 Lawrenceville Road
Trenton, NJ 08602

Rutgers University
Library - Government Documents
New Brunswick, NJ 08901

Trenton State College
Roscoe L. West Library
Pennington Road
Trenton, NJ 08625

Educational Improvement Center
Northwest New Jersey
Halko Drive
Cedar Knolls, NJ 07927

Seton Hall University
McLaughlin Library
Order Department
South Orange, New Jersey

William Patterson College
Library, Periodicals
300 Pompton Road
Wayne, New Jersey

RHODE ISLAND

Rhode Island College
James P. Adams Library
600 Mt. Pleasant Avenue
Providence, RI 02908

University of Rhode Island
Library
Kingston, RI 02881

VERMONT

Twin State Educational Information
System - State Education Department
Montpelier, VT 05602

SITTERS COURSE TO CARE FOR HANDICAPPED INDIVIDUALS

Cincinnati Center for Developmental Disorders
Pavilion Building
Elland and Bethesda Avenues
Cincinnati, Ohio 45229

Contact: Nancy C. Phillips, M.S.W., Community Organization Practitioner

Program Components:

There are three main agencies that jointly share in the responsibility for the course in Hamilton County, Ohio: The University Affiliated Cincinnati Center for Developmental Disorders, The American National Red Cross, and Stepping Stones Center for Handicapped. The Center for Developmental Disorders is responsible for recruiting trainees, coordinating and supervising the course and recruiting speakers. Once the trainees have completed the necessary requirements for the course, they are issued a Red Cross certificate. The Stepping Stones Center for Handicapped is responsible for matching sitters to parents.

Dissemination:

Parents are made aware of the file of accredited sitters by advertisement via community agencies, churches, hospitals, newspapers, and parent organizations.

The trainees are provided with a variety of reading material and receive practical experience with developmentally disabled or physically handicapped children or adults. Instructors include a doctor, nurse, social worker, nutritionist, recreationist, occupational and physical therapist, and a psychologist. The sitters are required to complete a rating scale which measures the sitter's knowledge acquired during the course. The scale is completed after the first class, the third class, and the final class.

PARENTS ROLE

Boston Center for Blind Children
Boston, Massachusetts

Contact: George C. Hall

A psychologist at the Boston Center for the Blind discusses efforts to help parents adjust to the demands of their multiply handicapped visually impaired children.

ED 094528 - Use this number when ordering microfiche or hard copy.

PERSONNEL TRAINING PROGRAM FOR THE EDUCATION OF THE SEVERELY HANDICAPPED

Kansas Neurological Institute
3107 W. 21st Street
Topeka, Kansas 66604

Contact: Wayne Sailor

A competency-based training model to prepare personnel to educate the severely handicapped in three parts. Part I describes the development of a comprehensive training program for teachers of the severely handicapped. Parts II and III describe models for training paraprofessionals and parents, respectively in the education of the severely handicapped.

A COMPETENCY BASED DESIGN CAREER LADDER FOR INSTRUCTIONAL PERSONNEL OF INDIVIDUALS FUNCTIONING AS MODERATELY AND SEVERELY RETARDED

Colorado State Department of Institutions
Division of Developmental Disabilities
Denver, Colorado

Contact: Herbert Padzensky

Provided is a competency-based career ladder model to enable universities and colleges to improve preservice programs for teachers of the moderately and severely retarded and to aid state and local agencies in planning meaningful inservice programs.

ED 093129 - Use this number when ordering microfiche or hard copy.

PROFESSIONAL PREPARATION OF TEACHERS OF THE MULTIPLY HANDICAPPED WITH SPECIAL CONCERN DIRECTED TOWARD THE CHILD WITH BOTH AUDITORY AND VISUAL IMPAIRMENTS

Special Study Institute
School of Education
Pittsburgh University
Pittsburgh, Pennsylvania

Presented is a summary of the 6-week Special Study Institute which provided professional preparation for teachers working with multiply handicapped children. Included are the content of the instructional program for teachers and the educational and residential aspects of the demonstration program for children.

ED 057554 - Use this number for ordering microfiche or hard copy.

PENNSYLVANIA TRAINING MODEL

Pennsylvania Department of Education
Bureau of Special and Compensatory Education
Box 911
Harrisburg, Pennsylvania 17126

Contact: M. Ellen Somerton

The Pennsylvania Training Model is designed for a 3-year plan of operation. May 31, 1975 ended the first grant year which was designed as a planning year. An assessment guide for use by teachers in educational programming and evaluation for the severely and profoundly handicapped child has been developed.

THE PROJECT TO TRAIN TEACHERS FOR SEVERELY AND PROFOUNDLY HANDICAPPED CHILDREN IN MARYLAND

Maryland State Department of Education
P.O. Box 8717
BW 1 Airport
Baltimore, Maryland 21240

This federally funded training project is administered by M.S.D.E. The major objective is to facilitate the establishment of public school education programs for severely and profoundly handicapped children by providing competent teachers to conduct such programs.

The project includes all severely and profoundly impaired children 0-21 years of age with a handicap such as blindness, deafness, emotional disturbance or physical disability.

STAFF TRAINING IN A UNIVERSITY SETTING

Bureau of Education for the Handicapped
Washington, D. C.

Presented in the script for a slide show on staff role and training with emphasis on parent education.

ED 061660 - Use this number when ordering microfiche or hard copy.

WHY SEVERELY IMPAIRED INFANTS AND THEIR FAMILIES NEED HELP: THE EARLIER THE BETTER

Boston Center for Blind Children
Massachusetts

Contact: Susan Bornstein

Described is a home teaching program at the Boston School for Blind Children which provides assistance to families of children 0-3 years old who have visual impairments accompanied by severe developmental disorders such as seizures and psycho-motor retardation.

ED 094526 - Use this number when ordering microfiche or hard copy.

SPECIAL STUDY INSTITUTE ON WORK-STUDY PROGRAMS FOR HIGH SCHOOL TEACHERS OF THE EDUCABLE MENTALLY HANDICAPPED

Department of Public Instruction
Raleigh, North Carolina

Contact: Mr. Lowell Harris, Coordinator
Section for the Mentally Handicapped
Division for Exceptional Children
Raleigh, North Carolina

The institute was designed for teachers of the secondary educable mentally handicapped in North Carolina. It was held during the period June 16-27, 1975 in Raleigh, North Carolina, under the joint sponsorship

of the D.E.C. of the State Department of Public Instruction and the Special Education Program of North Carolina State University. The Institute was led by Mr. William L. Osterhaut, Director of Exceptional Child Education, Monroe County School District, Key West, Florida.

A complete curriculum is included for evaluation which involves social foundations and functional assimilation in community environment.

Through Mr. Lowell Harris, you can be provided with a complete copy of the Institute's completed project.

DEVELOPING PROGRAMS FOR SEVERELY HANDICAPPED STUDENTS: TEACHER TRAINING AND CLASSROOM INSTRUCTION

Special Education Instructional Materials Center
University of Wisconsin
Madison, Wisconsin

This paper is intended to relate to some of the problems confronting those persons who are attempting, through the preparation of personnel, to generate quality services for severely handicapped students.

THE SPECIAL PURPOSE PRESCHOOL FOR CHILDREN WITH MULTIPLE DISABILITIES

Texas University
Department of Special Education
Austin, Texas

Contact: Nancy W. Steele

The discussion of early childhood education for multiply handicapped preschoolers is intended for teachers and concerns certain aspects of educational practice basic to an effective and efficient preschool program and what teachers can do to meet the needs of such children.

ED 055391 - Use this number when ordering microfiche or hard copy.

WORKSHOP TRAINING KITS - VOLUME 1

Michigan State University
Regional Instructional Materials Center for Handicapped Children & Youth
East Lansing, Michigan

Contact: Ted Ward

Presented in the first of a two volume series and four workshop training kits for development of teacher skills to be used with severely handicapped children and six workshop experience kits for training personnel to instruct inservice teachers.

ED 08861 - Use this number when ordering microfiche or hard copy.

ISN'T IT TIME HE OUTGREW THIS?
OR A TRAINING PROGRAM FOR PARENTS OF RETARDED CHILDREN

Charles C. Thomas, Publisher
301-327 E. Lawrence Avenue
Springfield, Illinois 62717
Price $8.95 (Published 1973, 272 pages - 135 illustrations)

This book has been written for two audiences ... for parents of retarded children, and for those who engage in parent training programs, including teachers, psychologists, family counselors, social workers and public health persons.

PROGRAMMING FOR THE SEVERELY HANDICAPPED - "DEVELOPING PROGRAMS FOR SEVERELY HANDICAPPED STUDENTS: TEACHER TRAINING AND CLASSROOM INSTRUCTION"

State Education Resource Center
1678 Asylum Avenue
West Hartford, Connecticut 00117

This paper is intended to relate to some of the problems confronting those persons who are attempting, through the preparation of personnel, to generate quality services for severely handicapped students.

DEVELOPMENTAL THERAPY

National Technical Assistance Office
Rutland Center
698 N. Pope Street
Athens, Georgia 30601

Contact: Dr. Bill Swan

The Developmental Therapy Model is a basic curriculum designed for professionals and paraprofessionals using the therapeutic classroom with 5-8 children in a group.

It is a treatment process which (a) does not isolate the disturbed child from the mainstream of normal experiences; (b) uses normal changes in development as a means to expedite the therapeutic process; (c) uses normal sequences of development to guide the therapeutic process; and (d) has an evaluations system as a part of the therapeutic process.

The basic curriculum areas of Developmental Therapy are, BEHAVIOR, COMMUNICATION, SOCIALIZATION, AND (PRE) ACADEMICS. Within each of these areas a series of developmental objectives are sequenced into stages of therapy.

METHODS AND MATERIALS FOR INSTRUCTION IN SPECIAL EDUCATION: EMPHASIS ON SEVERELY HANDICAPPED STUDENTS

Department of Studies in Behavioral Disabilities
University of Wisconsin
Madison, Wisconsin 53706

Contact: Dr. Lou Brown

This outline contains readings, references, assignments, selected topics, etc., that will contribute to the development of the skills and information required to generate empirically effective instructional programs for severely handicapped students.

EVALUATING AN INTEGRATED APPROACH TO THE MANAGEMENT OF CEREBRAL PALSY

Contact: Laird W. Heal
Wisconsin University
Eau Claire, Wisconsin

Presented is a guide to the curriculum and training procedures of a conductive education program for cerebral palsied children. Conductive education is defined as training motorically disabled children in small, motivating groups of similarly handicapped peers to actively and voluntarily pursue those movements that are both incompatible with reflexes and functional in their self care applications.

ED 070236 - Use this number for ordering microfiche or hard copy.

CURRICULUM ACTIVITIES GUIDE FOR SEVERELY RETARDED DEAF STUDENTS

Marion County Association for Retarded Children
Indianapolis, Indiana

Contact: Elizabeth A. Davis

The curriculum activities guide for severely deaf children describes activities appropriate for preschool and primary students (7-11 years old).

ED 096790 - Use this number when ordering microfiche or hard copy.

CURRICULUM DEVELOPMENT FOR YOUNG DEAF CHILDREN WITH SPECIFIC PROBLEMS (LEARNING DISABILITIES) PHASE II

State University of New York
Albany, New York

Contact: Lillian Restaino

Examined are the steps involved in developing a curriculum for young deaf children with specific learning disabilities.

ED 060604 - Use this number when ordering microfiche or hard copy.

CURRICULUM FOP YOUNG DEAF CHILDREN

State University of New York
Albany, New York

Contact: Lillian Restaino

Presented is a curriculum for teachers of the young deaf child with learning disabilities and a description of developmental objectives.

ED 060605 - Use this number when ordering microfiche or hard copy.

CURRICULUM FOR SEVERELY PHYSICALLY AND MENTALLY HANDICAPPED CHILDREN

Marion County Association for Retarded Children
Indianapolis, Indiana

Contact: Katy Mathison

The curriculum guide for severely physically and mentally handicapped children includes activities to develop motor skills, self help skills, motor development, daily living skills, communication skills, interpersonal competence relating to the severely physically and mentally handicapped.

ED 095679 - Use this number when ordering microfiche or hard copy.

INSTRUCTIONAL MATERIALS

LANGUAGE ARTS INSTRUCTIONAL MATERIALS
KIN-TAC ALPHABET CARDS

Purpose: Kin-Tac Alphabet Cards can be used to introduce manuscript or cursive letters to a child, reinforce his learning of the shapes and names of letters, and provide additional practice if he is having difficulty forming particular letters.

Contents: Each set contains 26 plastic impregnated cards in either manuscript or cursive. A single impressed upper and lower case letter is on each 5"x8" card.

Use: Each letter is deeply impressed on its card. An impressed dot in the upper lefthand corner acts as a reference point for the child to correctly position the card. In presenting the Kin-Tac Alphabet Cards through the VAKT (visual, auditory, kinesthetic, tactile) approach, the teacher says the letter name, shows the strokes involved in its formation, and then guides the child's fingers along the impressed letter outline on the cards. A brief teacher's guide accompanying the cards lists performance objectives, implementation procedures, and some ideas for additional classroom use. Because tests have shown that a child's tactile sensitivity weakens with long term repetition over a raised surface, the producers state that their alphabet cards, with impressed letters, are better suited than embossed letter cards for those children with perceptual handicaps.

Producer	Cost	
Zaner-Bloser, Inc. 612 North Park Street Columbus, Ohio 43215	One Set (manuscript) One Set (cursive)	$19.95 $24.95

SOCIAL STUDIES INSTRUCTIONAL MATERIALS
PROJECT MORE

Purpose: Developed at the Bureau of Child Research, University of Kansas, Project MORE programs aim to teach daily living skills to the developmentally disabled. These programs, fully tested, are designed to lead students to self-sufficiency and record keeping. They can be used by parents, aides, and volunteers, as well as by professional staff.

Contents: Individualized to meet programmed, step-by-step objectives, most Project MORE materials require one-to-one teaching (though some programs, such as "Easting", can be used with small groups). Each program covers the following topics: "Selecting Students", "Supplies", "Teaching Strategy", "Reinforcing a Student", "The Training Session", and "Measuring a Student's Performance". Also, the appropriate steps used in teaching the particular skill are reviewed. A manual of basic teaching strategies, How to do MORE, uses everyday activities, cartoon characters, and a comic book format to explain concepts of motivation, accountability, and independence.

Use: At present there are four Project MORE programs, and a number in preparation. The books are for teachers' use, fully replicable, and are written in practical, "how to" language. Available now are programs for "Toothbrushing", "Eating", "Handwashing", and "Nose Blowing".

Producer	Cost
Edmark Associates 132 Northrup Way Bellevue, Washington 98005	Prices vary with quantities ordered

SOCIAL STUDIES INSTRUCTIONAL MATERIALS
SPECIAL PICTURE COOKBOOK

Purpose: The Special Picture Cookbook is designed to help teachers and parents in the task of teaching exceptional children to prepare their own meals. It is to be used by persons who do not read well and who need a step-by-step, pictorial approach to the field of cooking.

Contents: The cookbook begins with an illustrated vocabulary list. Such items as peanut butter, onion rings, measuring cups, ladle, sifter, etc., are visually portrayed. The recipes are grouped in these categories: beverages, cakes, cookies and candy, salads and vegetables, breakfast, quick breads, and main dishes. Each recipe is well-defined and begins with an illustrated list of the necessary ingredients. Then, in pictorial style, the student is told what to do. Cooking procedures such as mixing, cutting, and using the stove are also illustrated. The drawings are simple, black and white visual symbols with color added to differentiate some visual elements.

Use: To use the cookbook the student first reviews the visual vocabulary list, checking comprehension of visual symbols. Then, selection of a recipe is made by words and/or picture reading. For some, this cookbook should be used under adult supervision until cooking skills have been mastered. For others who do not read well, this cookbook will give them independent or semi-independent living skills. And for a few, the cookbook is an alternative to reading detailed printed recipes.

Producer	Cost	
H & H Enterprises, Inc. Box 3342 Lawrence, Kansas 66044	Special Picture Cookbook	$4.95

TEACHING MACHINE INSTRUCTIONAL MATERIALS
MATHIPUTER

Purpose: The Mathiputer is an electronic computer designed for remedial instruction, evaluation, and testing in the areas of addition, subtraction, division, and multiplication.

Contents: The Mathiputer is made up of a display panel, selectors, and a keyboard. The display panel lights up a mathematical problem using digits similar to the display of an electronic calculator. When the student responds to the problem, his answer is shown on the panel. Just below the display panel are three selectors labeled: range, mode, and assignment. The range selector determines the range of numbers used in the math problems or the degree of difficulty. The mode selector determines the type of mathematical calculation - addition, subtraction, or division - and the assignment selector determines the number of problems to be completed. The Mathiputer keyboard permits the student to enter his response to the problem.

Use: Used in a way analogous to arithmetic flashcards, the Mathiputer is, however, a teaching machine with such features as immediate feedback, automatic scoring, individualized response, and minimal teacher supervision. The immediate feedback feature is conveyed through a "happy face" (right answer) or "sad face" (wrong answer) displayed on the panel. The Mathiputer scores automatically the number of correct responses made by the student. At the end of his assignment, this number is displayed, and the keyboard is inoperative until the start button is depressed. The use of the Mathiputer for straightforward drill in addition and multiplication is an obvious primary use of the machine. It can also be used as a diagnosis and evaluation instrument.

Producer	Cost	
Cybernetic Systems, Inc. 9615 Acoma Southeast Albuquerque, New Mexico 87123	Mathiputer complete	$249.50

MATHEMATICS INSTRUCTIONAL MATERIALS
MANIPULATIVES & ACTIVITIES RESOURCE GUIDE

Purpose: The Manipulatives and Activities Resource Guide enables elementary teachers to make more efficient use of instructional materials in reteaching mathematics skills and concepts.

Contents: The Resource Guide lists specific mathematical skills that can be retaught with commonly available teaching aids. The teaching aids cover the following range of categories: Manipulatives, Activities (a set of assorted things to do), Activity Books (student workbooks), Activity Cards, Charts, Puzzles and Puzzle Books, Games, Card Games, Flashcards, Flannel Board Activities.

Use: The Manipulatives and Activities Resource Guide is based on the Fountain Valley Teacher Support System in mathematics. The System's prescriptive findings are cross-referenced to a wide range of mathematical texts and audiovisual programs. Thus, the teacher can use this guide as a resource to employ classroom materials that might not otherwise be used in concept development and reteaching activities. For example, after a teacher, using the Fountain Valley System or some other, assesses a student's weakness in a specific skill area, she can then turn to this resource guide and match up that skill area with a wide range of remedial instructional materials.

Producer	Cost	
Richard L. Zweig Associates, Inc. 20800 Beach Boulevard Huntington Beach, California 92648	Resource Guide	$13.75

SOCIAL STUDIES INSTRUCTIONAL MATERIALS
LEARN TO DRESS KITS

Purpose: The Learn To Dress Kits are designed to provide the special child with fundamental dressing skills. These kits cover major dressing areas and are designed to allow for the gradual mastery of these skills.

Contents: Each kit contains specially designed garments with cue marks and other features to simplify learning. Instructions explain the special features of the garments and the correct hand position and movement sequence for their use. A teaching sequence gives, for each step in the program, the garment used, tasks required of the child, and his expected performance. Seven separate kits make up the program: T-shirts and Sweaters, Coats and Shirts, Closures, Pants and Skirts, Mittens, Socks, and Shoes (lacing and tying).

Use: All of the Learn To Dress Kits are designed to be used by one helper working with a single child. The helper demonstrates the objectives by moving the child physically through the task. Several short sessions throughout the day are recommended rather than one long one. The dressing session should be in the natural routine of the child's daily living, and a quiet, nonstimulating environment is desirable.

Producer	Cost	
Learning Products, Inc. 725 Fee Fee Road Maryland Heights, Maryland 63043	Complete Set	$85.00

SCIENCE INSTRUCTIONAL MATERIALS
BUILDING BLOCKS

Purpose: Building Blocks is an activity-centered program for teaching beginning science concepts.

Contents: Program components include a 190-page Teacher's Resource Book which contains suggestions for presenting each activity, evaluating student progress, and broadening the program to encompass other curriculum areas. Also included are 28 Students' Activity Masters, 2 Students' Materials Packs containing punchouts, puzzles, grids, etc., a set of four charts containing diagrammatic directions for making science equipment which can be used in the program, and a set of 6 posters to be used in conjunction with designated program activities.

Use: The program's 95 multisensory activities with accompanying behavioral objectives are organized into three levels of difficulty or groups within the following four units: Organizing, Wondering and Trying, Creating and

Copying Patterns, and Measuring the Duration of an Event. Program flexibility allows the teacher who is introducing the program to her classroom to select an activity from any of the four units within Group One, the least difficult of the three levels. As the students achieve the program objectives from Group One, more difficult unit activities from the other two levels can be introduced and suggestions from the Teacher's Resource Book for extending the program can be presented.

Producer	Cost	
Steck-Vaughn Company P.O. Box 2028, Vaughn Building Austin, Texas 78767	Complete Program	$75.00

PROFESSIONAL MATERIALS
BEHAVIOR IMPROVEMENT PROGRAM

Purpose: Designed to help elementary school teachers, administrators, or support personnel solve behavioral problems and help improve students' social and academic skills, the Behavior Improvement Program uses operant conditioning principles.

Contents: Included in the program are an introductory filmstrip which explains operant conditioning, a training filmstrip, administrator's guide, behavior improvement picture books and counting picture books (both with cassette sound tracts), pinpointing handbook with photographs to identify specific behaviors, behavior improvement chart, spirit masters, and behavior frequency analysis charts.

Use: The teacher uses four steps in implementing the program. First, the teacher must pinpoint the behavior to be quantitatively changed from the more than 60 specific behaviors dealt with in the program. Second, the frequency of the behavior must be counted and charted. The teacher then applies a procedure specified in the program to either decrease or increase the student behavior. Finally, the results are observed and, if the desired behavior is not achieved, a second prescribed procedure is implemented.

Producer	Cost	
Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611	List Price School Price	$300.00 $225.00

PLAY ON FLOOR PUZZLE

Purpose: The Play On Floor Puzzle and Let's Go Fishing Kit, a two-part four-stage puzzle-game, is designed to develop visual-motor, visual-perceptual, and problem solving skills.

Contents: Play On Floor Puzzle; 24 giant puzzle pieces, vinyl storage bag, picture of completed puzzle, 1 teacher's manual.

Let's Go Fishing Kit; 2 fishing poles with magnets, 36 vinyl stick-on forms, 1 crayon, 1 teacher's manual.

Content Area: The puzzle can be used together with the kit, or each can be used separately. They are intended to teach a wide range of skills: visual perception, social development, problem solving, language, letter recognition, and number concepts.

Procedure: Various activities, described in the teacher's manual, use the puzzle pieces and the fishing kit. The children are asked to construct the puzzle (41" x 63") either alone, in a group, or under the direct supervision of the teacher; they are then given instructions for play activities using the completed puzzle. The fishing kit is prepared by having the children write on the fish or apply the vinyl stick-on forms to each fish. They then "fish" with the rods and magnets.

Producer	Cost	
Mead Educational Services 245 North Highland Avenue, N.E. Atlanta, Georgia 30307	Puzzle Kit	$26.95 $ 9.95

SUGGESTED CHILD USE COLLECTION

READING READINESS

Milton Bradley
Springfield, Massachusetts 01101

Catalog Number 7912 Unit IV - Development of Readiness to Read $ 55.00

Edmark Associates
13249 Northup Way
Bellevue, Washington 98005

Edmark Reading Program (Complete) $396.00

Garden State A-V Co.
40 Livingston Avenue
New Brunswick, New Jersey 08901

Bell & Howell Language Master Model #1727K
Portable, with mirror in top of case, head phone
set and 60 blank cards $169.95

COMMUNICATION SKILL DEVELOPMENT

Milton Bradley Company
Springfield, Massachusetts 01101

No. 7910 Unit II Learn to Develop Language Skills $ 60.00

Research Press Company
CFS
P.O. Box 3327
Champaign, Illinois 61820

Language Acquisition Program $ 5.95

Bowmar
622 Rodier Drive
Glendale, California

The Learning Wall and Project Me Kit
(Special screen and projector with a series of filmstrips
emphasizing self-development) $598.10

GROSS MOTOR DEVELOPMENT

Skill Development Equipment Company
1340 N. Jefferson
Anaheim, California 92806

1) Octagon Donut O-1 Small 18" wide 52" diameter		$186.90
2) Busy Block B-B1 4" x 20" x 20"		57.90
3) Thud Ball B-3 11 lbs.		4.90
4) Spot Trainers 15" x 15" x 24" 20" x 20" x 28"		39.50 49.50
5) Merry Mountain 16" x 63"		180.90
6) Busy Block 20" x 20" x 20"		112.90
7) Portable High Pressure Air Flow Mat		658.90
8) Readiness Mat 1/2" x 48" x 15"		110.90
9) Book 2 - Development Through Action: The Physically Handicapped The Retarded Child by Bryant J. Cratty	@ 4.35	43.50

NUMBER READINESS

Milton Bradley Company
Springfield, Massachusetts 01101

Catalog Number 7911, Unit III Development of Number Readiness $ 60.00

SENSORY MOTOR AND PERCEPTUAL DEVELOPMENT

Developmental Learning Materials
744 Natchez Avenue
Niles, Illinois 60648

1) Double Handled Scissors Catalog No. 185-R 5" Catalog No. 185-L 5"	$ 1.50 pair 1.50 "

2)	Sponge Balls Large Catalog No. 262	$ 2.00
3)	Little Canisters Catalog No. 335	3.75
4)	Easy Grip Scissors Catalog No. 361	3.50
5)	Discovery Ball Catalog No. 350	4.00
6)	Reels and Wheels Catalog No. 351	4.00
7)	Threading Board Catalog No. 370	4.50
8)	Large Pegboard (with pegs) Catalog No. 380	27.00
9)	Forward Pass Catalog No. 371	10.00
10)	Multivarient Sequencing Beads Catalog No. 289	7.75
11)	Clear Stencils Catalog No. 137	6.25
12)	Shapes Sorting Box Catalog No. 382	12.00
13)	Perception Puzzles Catalog No. 266 Catalog No. 267	2.50 2.50
14)	Large Body Puzzlers Catalog No. 246 Catalog No. 275	5.50 5.50
15)	Form Puzzle Catalog No. 269	3.25
16)	Puppets Catalog No. 218, Puppets and Tape	18.50
17)	Buzzer Board Catalog No. 135	8.75
18)	Association Picture Cards Catalog No. 124 (Set I) Catalog No. 156 (Set II)	1.40 1.40

Milton Bradley Company
Springfield, Massachusetts 01101

Catalog No. 7909 Unit I - Toys to Develop Perceptual Skills	$ 60.00

SELF-HELP TRAINING

Edmark Associates
13249 Northup Way
Bellevue, Washington 98005

Project More

Toothbrushing	5.00
Handwashing	5.00
Nose Blowing	5.00
Eating Skills	10.00
How to do More, teacher's guide	2.00

MUSIC AND RHYTHMS

Kimbo
Box 246
Deal, New Jersey 07723

(Cassettes and Guides - unless otherwise stated)

1) Songs About Me - Vol. 1, 2, 3 KIM 7022, 7023, 7024 (L.P. Album and guide)	$ 16.95/Set of 3
2) Developing Everyday Skills - Complete Set (L.P.) KIM 7016 - 7021	34.95
3) Music for Movement Exploration KEA 5090 (L.P. Album and guide)	6.50
4) Clap, Snap and Tap (Cassette)	7.95
5) Learning Basic Skills to Music (Black Jacket) EA 514 (Cassette)	7.95
6) Learning Basic Skills Through Music - Building Vocabulary EA 521 (Green Jacket) (Cassette)	7.95
7) Learning Basic Skills Through Music - Health and Safety (Blue Jacket) EA 526 (Cassette)	7.95

8) Simplified Folk Songs
EA 518 (Cassette) $ 7.95

9) Getting to Know Myself
EA 543 (Cassette) 7.95

10) Patriotic and Morning Time Songs
EA 519 (Cassette) 7.95

BIBLIOGRAPHY/ANNOTATED BIBLIOGRAPHY

AMERICAN ASSOCIATION FOR THE EDUCATION OF THE SEVERELY/PROFOUNDLY HANDICAPPED

Experimental Education Unit
Child Development & Mental Retardation Center
University of Washington
Seattle, Washington 98195

Contact: Dr. Norris G. Haring

The first edition of this Annotated Bibliography represents the beginning and now continuous development of materials that will be selected to improve the quality of education for the severely/profoundly handicapped.

The following areas are covered:

I. Characteristics and Treatment
II. Gross Motor Development
III. Sensory and Motor Development
IV. Physical Therapy C.P. Child
V. Neuro-developmental Method (Bobath Method)
VI. Cognitive Development
VII. Behavior Shaping Techniques
VIII. Self-Care Development
IX. Toilet Training
X. Prelanguage, Language and Communication Development

This Annotated Bibliography is available through AAESPH and serves as a very rewarding tool for parent training.

SELECTED BIBLIOGRAPHY RELATED TO PARENTS AS BEHAVIOR MODIFIES

Experimental Education Unit
Child Development & Mental Retardation Center
University of Washington
Seattle, Washington 98195

Contact: American Association for the Education of the Severely/Profoundly Handicapped

The bibliography was compiled by Robert York of the Badge School in Madison, Wisconsin which is a Bureau of Education for the Handicapped funded project. The bibliography includes journal articles and texts. The references are not all necessarily for parents but for professionals who work with parents.

A SELECTED BIBLIOGRAPHY RELATED TO THE VOCATIONAL TRAINING OF SEVERELY HANDICAPPED PERSONS

American Association for the Education of the Severely/Profoundly Handicapped
Experimental Education Unit
University of Washington
Seattle, Washington 98195

Contact: Mike Friedle and Lucy Fox

Presented is an annotated bibliography of articles and texts concerned with the vocational training of severely handicapped persons.

EDUCATIONAL TECHNOLOGY FOR THE SEVERELY HANDICAPPED - A COMPREHENSIVE BIBLIOGRAPHY

Personnel Training Program for the Education of the Severely Handicapped
Kansas Neurological Institute
3107 West 21st Street
Topeka, Kansas 66604

Presented is a bibliography of articles and texts concerned with the severely handicapped and regarding behavior, curriculum, parent training, vocational skills, self-help skills, and speech.

EARLY CHILDHOOD EDUCATION FOR THE HANDICAPPED

The American Association for the Education of the
Severely/Profoundly Handicapped
College of Education
Experimental Education Unit
University of Washington
Seattle, Washington

Contact: Dr. Eugene Edgar

Presented is a bibliography of early childhood articles and texts concerned with special education, social factors, paraprofessions, communications development, parents and curriculum.

SELECTED BIBLIOGRAPHY RELATED TO PARENTS AS BEHAVIOR MODIFIERS

American Association for the Education of the
Severely/Profoundly Handicapped
Experimental Education Unit
University of Washington
Seattle, Washington

Contact: Robert York

Presented is a bibliography of articles and texts concerned with parent training and home programs.

THE PRESCHOOL MULTIPLY HANDICAPPED - A SELECTED BIBLIOGRAPHY

Instructional Materials Center
1020 South Spring Street
Springfield, Illinois 62706

Contact: G. F. Wolinsky

Presented is a bibliography of articles and texts concerned with multiply handicapped children of preschool age regarding language development, curriculum, and assessment.

BIBLIOGRAPHY OF LITERATURE PERTAINING TO THE TRAINABLE MENTALLY HANDICAPPED

Instructional Materials Center
1020 South Spring Street
Springfield, Illinois 62706

Presented is a bibliography of articles and texts concerned with the trainable mentally retarded regarding arts and crafts, curriculum, parents, speech, vocational rehabilitation.

PROGRAMMING - CONCEPT PAPERS

THE SEVERELY, MULTIPLY HANDICAPPED - WHAT ARE THE ISSUES?

Rocky Mountain Regional Resource Center
2363 Foothill Drive
Suite G
Salt Lake City, Utah 84109

The report contains a summary of the conference held in April 1973. The report includes the keynote speeches and the goals, strategies, and tactics which resulted from individual workshop sessions. The conference objectives were: To provide meaningful technical assistance to states by clarifying issues regarding education for the severely, multiply handicapped, outlining first action steps, producing one-year timelines for each state in the RMRRC region on each topic.

FUTURE PROGRAMS FOR THE SEVERELY RETARDED
THE SEVERELY RETARDED: ARE WE REALLY PLANNING FOR THEIR FUTURE?

Educational Resource Center for Handicapped Children
275 Windsor Street
Hartford, Connecticut 06120

Contact: James R. Lent

The children of the future of the utmost concern in this context are the mentally retarded and what we are doing for them today is discussed.

COMPONENTS OF INSTRUCTIONAL PROGRAMS FOR SEVERELY HANDICAPPED STUDENTS

University of Wisconsin and Madison Public Schools

Contact: Wes Williams, Lou Brown, and Nick Certo

Brown and York composed a four component model of an instructional program: What to teach (content); How to teach (method); How does one assess whether or not one has taught (measurement); and the instructional materials required.

PHYSICAL AND RECREATIONAL PROGRAMMING FOR SEVERELY AND PROFOUNDLY MENTALLY RETARDED INDIVIDUALS

American Alliance for Health, Physical Education, and Recreation
1201 - 16th Street, N.W.
Washington, D.C. 20036

This guide presents information concerning programming physical and recreational activities for severely and profoundly mentally retarded individuals of all ages who are in public and private treatment and direct care facilities, continuum care settings and community programs. Contents cover introductory information, comprehensive view of programming, individual differences, behavioral goals, activities, teaching/leading suggestions annotated list of references, resource contacts, audiovisual aids and examples of on-going programs.

THE DEAF MENTALLY RETARDED: UNDERSTANDING THEIR WORLD

American Speech and Hearing Association
Washington, D. C.

Contact: Barbara C. Sonies

Described photographically and textually in the brochure are the educational, vocational, and social needs of deaf mentally retarded (DMR) children and adults. Also included are a wide variety of educational options and parent education.

ED 085954 - Use this number when ordering microfiche or hard copy.

NEW DIRECTIONS FOR THE DEAF-BLIND

from: Human Needs, Vol. 1, No. 7, pp. 18-21, January 1973

Contact: Peter J. Salmon

An historical treatise of programs for educating and rehabilitating deaf-blind individuals in the U.S.A. is presented. Also discussed is the projected facility intended to house the National Center for Deaf-Blind youths and adults and its projected activities.

WORKSHOP IN THE EDUCATION OF DEAF-BLIND CHILDREN

Midwest Regional Center for Services to D/B Children
Lansing, Michigan

Contact: A. Charles Weir

Included in the proceedings of a 1973 workshop on the education of deaf-blind children are four papers on aspects of diagnosis and remediation.

ED 094533 - Use this number when ordering microfiche or hard copy.

DEAFNESS AND MENTAL RETARDATION

New York University
N. Y. School of Education
New York, New York

Contact: Larry G. Stuart

Nine selected proceedings from a study institute discuss program alternatives for the education of deaf mentally retarded (MR) children along with such related issues as identification, size and scope of the problem, instructional approaches and vocational rehabilitation.

ED 067288 - Use this number when ordering microfiche or hard copy.

EDUCATION AND REHABILITATION OF DEAF PERSONS WITH OTHER DISABILITIES

New York University
Deafness Research and Training Center
New York, New York

Contact: Jerome D. Schein

Ten author-contributed chapters focus on the education and rehabilitation of multiply handicapped deaf persons.

ED 091908 - Use this number when ordering microfiche or hard copy.

THE DEVELOPMENT AND EVALUATION OF VIDEOTAPE PROTOCOL FOR THE EXAMINATION OF MULTIHANDICAPPED DEAF-BLIND CHILDREN

Syracuse University
Syracuse, New York

Contact: Edward T. Donlon, Curtis W. Scott

Paper describes the development and experimentation of a videotape protocol used for the examination of the communication skills of 20 multiply handicapped deaf children.

ED 056454 - Use this number when ordering microfiche or hard copy.

PSYCHO-EDUCATIONAL ASSESSMENT OF YOUNG DEAF CHILDREN

New York State Education Department
Albany Division for Handicapped Children
Albany, New York

Contact: Lillian Restaino

In order to determine the extent of deficiencies found in deaf children with learning disabilities so that appropriate remedial curriculum could be developed, a series of diagnostic tests designed to differentiate deaf children with learning disabilities from typical deaf children was constructed and evaluated.

ED 060603 - Use this number when ordering microfiche or hard copy.

PREWORKSHOP SKILLS FOR THE TRAINABLE: A SEQUENTIAL TECHNIQUE

Marc W. Gold - Education and Training of the Mentally Retarded, 1968, 3 (1), 31-37

Task analysis, or the reduction of a new learning to its smallest component parts, is demonstrated here through application to a series of problems intended to prepare trainable mentally retarded children for success in sheltered workshop activities. The purpose of the analysis is (a) to enable the teacher to teach by suitably small steps, and (b) to aid in locating a specific problem when a child encounters difficulty.

HELPING THE HANDICAPPED TEENAGER MATURE

by Evelyn W. Ayrault

Described are ways to help the physically handicapped teenager adjust to his disability and mature in as normal a way as possible. Emotional and sexual development are stressed. The roles of the parent and the psychologist as they relate to such teenagers are examined. Also included is a list of sources for additional help.

ED 06199 - Use this number for ordering copies.

SCOUT LITERATURE FOR THE BLIND AND VISUALLY HANDICAPPED

Boy Scouts of America
Educational Relationships Service
North Brunswick, New Jersey 08902

Scout information available in Braille, records, tape, large print is listed. Cost and supplies information is also available.

DIRECTORY OF AGENCIES SERVING THE VISUALLY HANDICAPPED

American Foundation for the Blind
15 West 16th Street
New York, New York 10011

Cost: $10.00

A comprehensive listing of agencies, institutions, associations, organizations, special resources, programs and references for the blind and visually handicapped person.

A GUIDE TO COLLEGE/CAREER PROGRAMS FOR DEAF STUDENTS

Produced by: The National Technical Institute for the Deaf (NTID) and Gallaudet College

Contact: E. Ross Stuckless, Ph.D.
Director, Office of Education Extension
National Technical Institute for the Deaf

Gilbert L. Delgado, Ph.D.
Dean, Graduate School
Gallaudet College
Washington, D. C.

This booklet was prepared in the course of agreements with the U.S. Department of Health, Education and Welfare. It is intended primarily for deaf students in high school and junior high school programs who are planning to continue their education beyond high school.

BEHAVIOR MODIFICATION TECHNIQUES FOR SPECIAL EDUCATION

MSS Information Corporation
655 Madison Avenue
New York, New York 10021

Contact: Stanley A. Winters, Editor
Eunice Cox, Editor

Presented is a collection of 32 articles concerned with the techniques and effectiveness of behavior modification programs in a variety of educational settings and used with children of many different categories - severely retarded, autistic, emotionally disturbed, delinquent, nonreading.

PROGRAMMING - RELATED RESEARCH

FIVE RESEARCH REPORTS - PRESENTED TO THE FIRST ANNUAL SEMINAR OF RESEARCH AND DEMONSTRATION PROGRAMS, KANSAS CITY, NOVEMBER 1974

Presented by: Personnel Training Program for the Education of the Severely Handicapped - Kansas Neurological Institute

Contact: Doug Guess, Wayne Sailor, Leonard Lavis

Wayne Sailor, Project Director
Personnel Training Program
Kansas Neurological Institute
3107 West 21st Street
Topeka, Kansas 66604

The Kansas presentations, sponsored by the Personnel Preparation Program for Education of the Severely Handicapped at Kansas Neurological Institute and the University of Kansas, stressed applied research into language development of the severely handicapped, and research models to analyze the evaluation of personnel training methods.

THE LEARNING OF DIFFICULT VISUAL DISCRIMINATIONS BY THE MODERATELY AND SEVERELY RETARDED

Marc W. Gold and Craig R. Barclay
Journal of Mental Retardation, 1973, 11 (2), 9-11

Abstract: A procedure to effectively and efficiently train moderately and severely retarded individuals to make fine visual discriminations is described. Results suggest that expectancies for such individuals are in need of examination. Implications for sheltered workshops, work activity centers and classrooms are discussed.

Marc W. Gold
Children's Research Center
University of Illinois
51 Gerty Drive
Champaign, Illinois 61820

Includes a list of annotated references to research done at the Children's Research Center.

VOCATIONAL TRAINING

Marc W. Gold
IN: J. Wortis (ED) Mental Retardation and Developmental Disabilities: An Annual Review. Vol. 7, N.Y. Brunner Mazel, 1975

This chapter deals with the premise that the behavior and performance of the mentally retarded on vocational tasks is more a function of the context in which they exist than of their innate capabilities.

RESEARCH ON THE VOCATIONAL REHABILITATION OF THE RETARDED: THE PRESENT, THE FUTURE

Marc W. Gold IN: N. R. Ellis (ED) International Review of Research in Mental Retardation: N.Y. Academic Press,1973, pgs 97-147

The intention of this chapter is to describe the present status of research on the vocational habilitation of the retarded and to propose directions for future effort.

FACTORS AFFECTING PRODUCTION BY THE RETARDED: BASE RATE PRODUCTION

Marc W. Gold in Mental Retardation, 1973, 11 (6)

Retarded individuals, working either 1 or 3 hours per day for 10 days, under a no-external reinforcement condition, assembled a 14 piece bicycle brake. Mean production for the 1 hour group was 24.9 units per hour per person, and for the 3 hour group, 2012 units per hour per person. Error rate was very low for both groups. The data was discussed relevant to presently held expectancies and practices in the vocational training and evaluation field.

THE EFFECTS OF VERBAL LABELS ON THE ACQUISITION AND RETENTION OF A COMPLEX ASSEMBLY TASK

Marc W. Gold, Craig R. Barclay in The Training School Bulletin, 1973, 70, 38-42

Sixteen moderately and severely retarded individuals learned to assemble a 12 piece bicycle brake and were retested for retention after six months. Performance of the group given verbal cues for the visual discriminations was superior to the performance of the No Verbal Cue Group. A highly significant retention effect was found for both groups.

REDUNDANT CUE REMOVAL IN SKILL TRAINING FOR THE RETARDED

Marc W. Gold
Children's Research Center
University of Illinois at Urbana-Champaign

Abstract: Thirty-six mildly and moderately retarded sheltered workshop clients learned to assemble a 12 piece unit for which the parts were color

coded. Subjects received one of three different procedures designed to efficiently remove the color cue. All three procedures worked equally well. Implications were given for the application of the procedures used.

STIMULUS FACTORS IN SKILL TRAINING OF THE RETARDED ON A COMPLEX ASSEMBLY TASK: ACQUISITION, TRANSFER AND RETENTION

Marc W. Gold - American Journal of Mental Deficiency 1972, 76, 517-526

This article relates a study done with 64 moderately and severely retarded individuals. Half the individuals worked with assembling a 15 piece bicycle brake keeping the parts as they were. The other half used color coded brake parts. The group who used the color coded parts learned the task significantly faster.

DISCRIMINATION LEARNING

Marc W. Gold - Keith G. Scott IN: W. B. Stevens (ED) Training the Developmentally Young, New York: The John Day Co., 1971

This is actually a chapter which deals with discrimination learning of the retarded child. The articles focus on ways the teacher of the retarded can arrange the educational environment first to attract the child's attention to the relevant aspects of tasks and second, ways to help him learn to do this for himself.